DOCUMENT RESUME

ED 372 291 CE 066 924

TITLE	Center for Literacy's Family Literacy Demonstration Project. Final Program Report To National Institute for Literacy.
INSTITUTION	Center for Literacy, Inc., Philadelphia, PA.
SPONS AGENCY	National Inst. for Literacy, Washington, DC.
PUB DATE	[93]
NOTE	147p.; For the three-volume set of curriculum documents developed by this project, see CE 066 925-927.
PUB TYPE	Reports - Descriptive (141) -- Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	Adult Basic Education; *Adult Literacy; Demonstration Programs; Family Involvement; *Family Programs; Family School Relationship; Learning Activities; *Literacy Education; Mathematics Instruction; *Outcomes of Education; *Primary Education; *Program Effectiveness; Program Evaluation; Reading Instruction; Summer Programs; Teaching Methods; Whole Language Approach
IDENTIFIERS	*Family Literacy; Philadelphia School District PA

ABSTRACT

A family literacy demonstration project was conducted to offer family literacy classes in three public schools in Philadelphia. Instruction was offered for 2.5 hours per day 4 days per week for parents of kindergartners and first graders from January to June and for parents and children together in July. The project was designed to help adults meet their own needs and to enable them to support their children's learning. The instructional program for the adults mirrored the kindergarten and first-grade curriculum of the school district. During the parents-and-children-together phase of the program, activities were provided that parents could continue at home, and parents also received information about children's learning. The whole-language, learner-centered approach was used. Evaluation of the program, both by staff members, and by an outside evaluator, showed some problems. For example, it was difficult to develop a shared vision of what family literacy should be. In addition, relationships between the literacy project staff and the schools was strained in two of the three schools, and the teachers had to struggle to serve a diverse group of parents at three schools. However, even though all program goals were not met, parents and children did learn, and both groups were served.. Recommendations were made to involve all stakeholders earlier in the planning process, to build a sense of shared ownership among participants, and to provide ongoing support for staff. (Project documents included in the report include the following: student writings; final evaluation report; letter from School District of Philadelphia, Office of Assessment; request for proposals; outreach materials; and a workshop plan.) (KC)

ED 372 291

Final Program Report
to
National Institute for Literacy
on
Center for Literacy's
Family Literacy Demonstration Project

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Background

Adult education is most successful when learning is relevant, immediately applicable to the learner's everyday life, accessible and appropriate for the adult learner. Since The Center for Literacy's (CFL) experience is that most students who have children express an interest in supporting their children's learning, this project was planned to enable parents to take a more active role in their children's learning. It was felt that a family literacy program based on the kindergarten and first grade curricula and located in the school would be relevant to learners' goals, provide information which learners could apply immediately with their children and be convenient for parents dropping off or picking their children up from school.

The Center for Literacy's Family Literacy Demonstration Project proposed to offer family literacy classes in three public schools in the Philadelphia School District. Instruction was to be in two phases, the first phase for parents and the second phase, a summer program, for parents and children together. Instruction for parents would take kindergarten and first grade themes and present them on an adult level. The portion of the program which included children would provide activities based on themes from the kindergarten and first grade curricula to enable the parents to support their children's learning. Computers would be available to learners in all sites. A curriculum which mirrored the kindergarten and first grade curricula was to be developed with a section to support adult instruction and a portion to support parents and children learning together. The project evaluator would provide formative evaluation of the project. The observations of the family literacy coordinator and comparative data from the School District of Philadelphia would provide the basis for comparing the effects of this model on the children of participants with the effects of other CFL family literacy programs and with other children in the school district.

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Accomplishment of Objectives

Objective 1. This program will deliver six months of adult literacy services to a minimum of fifteen parents of kindergarten and first grade students in each of three Philadelphia public schools. A five week summer program will provide instruction to these parents and their kindergarten and elementary school age children together.

- 1963.5 hours of instruction were provided to 52 adult learners in classes, 188 hours to 94 adults in workshops, and 618 hours to 28 children in a summer program at the following schools:

  William Dick Elementary School
  2498 West Diamond Street
  Philadelphia, PA 19121

  General Philip Kearny Elementary School
  6th Street and Fairmount Avenue
  Philadelphia, PA 19123

  William B. Mann Elementary School
  54th and Berks Streets
  Philadelphia, PA 19131

(These schools are later referred to as Eisenhower, Lincoln and Madison. The order does not correspond to the above listing.)

- At two of the schools, six months of adult literacy services were offered. At the third school four months were offered. Problems finding an appropriate teacher and establishing a working relationship led to the limited length of the program at the one site.

- All of the adults involved in the program were parents or primary caregivers of children. However, not all of their children were in kindergarten or first grade. This occurred for a number of reasons: schools were reluctant to recruit parents of children in only those grades; parents of kindergarten and first grade children also had children in other grades; and word of mouth, a powerful form of recruitment, brought friends and family members with both older and younger children.

- A summer learning camp for parents and children together was offered in two of the schools. Twenty-eight children participated with their parents in this phase. These programs were restricted to four weeks because of lack of availability of space in the schools. At the third school, because the school year was eleven months, the adult program was conducted for an additional four weeks in the summer. Parents in this third class did participate in some of the trips with their children.

Objective 2. Adult and children's learning will be integrated with kindergarten and first grade lessons by cooperative curriculum planning with the elementary school teachers.

- The adult learning incorporated themes from kindergarten and first grade curricula as well as from curricula from other elementary grades. (See Scope and Sequence Grid in Part One of the curriculum.) Examples of themes from the kindergarten and first grade curricula include:

Kindergarten Theme	Adult Lesson
classification of shapes	classification of news items

First Grade Theme	Adult Lesson
understanding sequencing	sequencing of events in writing

The need to relate instruction to curricula from grades other than kindergarten and first emerged as it became apparent that the participants were parents and caregivers for children of a variety of ages.

Other Grade Theme	Adult Lesson
use of decimal numbers	figuring out a monthly budget

- Cooperative planning with elementary teachers did not occur in a systematic way as had been hoped. While schools' proposals said that this was possible, it later appeared that the teachers whose time was involved were not the ones who had made the commitment. When pressed on this issue during the project, principals voiced concerns about running into problems with the union if they tried to impose any demands on teachers during their preparation time. CFL also thought, based on the proposals, that teachers were already planning together. This, we found, was not happening in any formal way. Since

CFL was not in the schools in September when school planning begins, we were not able to become part of any informally arranged collaborative planning which might have occurred at that time.

In an attempt to establish a cooperative planning process, three meetings were held at one school and one meeting at the second. Since teachers were not in the habit of planning cooperatively, it was hard for CFL as an outside agency to try make the idea work. As a result, these meetings did not lead to joint planning between CFL and school district teachers. Another way which was tried in an attempt to collect teachers' input was a suggestion box placed in the office for elementary teachers to share concerns, ideas and materials. However, the box was never used. Over time it became apparent that the most effective way for CFL teachers to obtain information from elementary school teachers was stopping by their classrooms or stopping them in the hall. Based on the experiences in the first two schools, when the program got under way at the third school, only this last method of catching teachers as time permitted was used.

Those materials which were obtained by talking with teachers as time permitted in the halls were skills based and limited in scope. They did not support a philosophy of learning with which CFL was comfortable and did not reflect those aspects of the curricula which encourage the development of critical thinking and problem solving. However, suggestions which CFL obtained from teachers to inform the planning of the summer program were more diverse and included handwriting, number facts and the use of capital letters in proper nouns and to begin a sentence, but also reading for meaning, problem solving, working together, developing a love of reading, making puppets, going on trips and math concepts taught through real experiences with measuring, cooking and using money.

- In one class, all participants were interested in supporting their children's learning and the model of mirroring the school curriculum worked well. In two of the classes, based on the expressed needs and interests of the adults who participated, much of the instruction was not able to have an expressed connection to children's learning. The themes taught, however, do correspond to themes in the kindergarten and first grade curriculum. In these two classes, instructors continued

to invite the parents to see the connections between their own and their children's learning.

While the lack of a directly expressed link between the content of the parents' and children's learning limited our ability to study this model to the extent that we had planned, it should not be assumed that it cancelled out the impact of the parent's learning on their children's. Parents in these classes were concerned about their children's learning but several participants expressed the belief that the best way they could help their children was to improve their own skills first. It was not clear what they believed the impact of their improved skills would be on their children but possible impacts include: being a model for their children by making education a priority, attending class and doing homework; having knowledge that would allow them to help their children with confidence; and getting a GED which in turn would enable them to obtain a job and thereby improve the families overall situation.

To the extent that the parents' notion of addressing their own learning first implied addressing their children's learning second, it may have been based on beliefs about learning which are common among many low-literate adults. One such belief is that learning is linear and there is an inherent order in which learning needs to occur. For adults who hold that belief, addressing their children's needs may be seen as something which has to be done later. Another common belief relates to the capacity to learn different material. The thinking here (and perhaps the experience of these adults) is that learning one thing interferes with learning another. They may not be conscious of experiences in which learning in one area supported learning another. A third possible explanation for parent's priorities is the distinction between knowing and not knowing, the belief that these are two separate states of being. CFL was inviting parents to see knowing and not knowing as closely related experiences, perhaps different points on the same continuum, but points not always far apart, and points at which we all find ourselves at different times with different content. Parents may have had too many experiences with not knowing, especially in school, to be able to blur the lines between these two experiences. If parents felt the need to know before they worked with

their children, their priorities might reflect the fact that they did not yet feel ready to work with their children.

On the other hand, the parents' interest in addressing their own learning first may have been based on their belief that the main obstacles their family faced were economic and that improving their own skills would provide options in this area.

Objective 3. Instruction will use school-based computer technology.

- All three classes made regular use of computers in the schools. Parents wrote books for their children, expressed their own thoughts through word processing and learned skills such as budgeting. (See attached booklet of student writings.) Computers were available in all three schools. In one school, they were used on a regular basis for one hour a week. In another school, they were used for an hour each day. The daily availability of the computers in the second school was particularly fortunate since many of the learners in that class listed learning to use computers as one of their main goals and computer use became the one common activity which brought the learners together as a group. In the third school, getting access to the computers was problematic at first. In the end, the computers were available and used regularly one hour each week.

Objective 4. The program will be evaluated in two ways: a formative study of participants in this program, based on interviews with adult learners and the adult and elementary school teachers; and a research based comparison, conducted by the Family Literacy Project Coordinator from observations and data gathered throughout the project of the progress of children of participants in this and other Center for Literacy programs, and in the general Philadelphia public school population at participating schools and this grade level.

- The Final Evaluation Report contains the formative evaluation based on interviews of participants in this program and CFL and School District staff. Adults were interviewed upon entry into the program, at the end of phase one, and at the end of the summer program. CFL staff were involved in program discussion throughout the project. Elementary school staff were interviewed to determine the effects of

participation in the summer program on the readiness of children to return to school in September. (See attached Final Evaluation Report.)

- The research based comparison was conducted by the Family Literacy Coordinator from observations and data gathered throughout the project of the progress of children of participants in this and other Center for Literacy programs, and in the general Philadelphia public school population at participating schools and this grade level.

  Discussions with participants indicated that they felt that they had benefitted as adult learners and as parents from their participation in the program. In addition, parents reported in September that their children were more ready to return to than they had been in previous years. Parents felt that the summer learning camp helped both them and their children to enjoy learning.

  Initially, CFL planned to compare data on grades, promotions and attendance of the children of parents in CFL's Family Literacy Demonstration Project with that of children of parents in other CFL family literacy programs and with children in the general Philadelphia public school population at participating schools and at this grade level. However, research data from the Philadelphia public schools was more limited than had been hoped because of the variability of the grading and promotion systems in kindergarten and first grade. In reality, the public school system has four class models for children of this age: kindergarten, pre-first, transitional and first grade. For each of these models, the grading system is different. In one case the grade received is related to the teacher's perception of the child's potential. In another case, instead of grades, a check is used to show mastery of a skill. However, the lack of a check can mean either that the skill has not been taught or that it has been taught but not mastered. In a third case, the grade indicates the child's progress relative to the child's initial base-line skills. In only one case was the grade intended to assess a child's progress in a given area relative to the progress of other children. It was explained that, even in this last case, unwritten conventions such as teachers' beliefs that giving low grades in the first and second report period encourages students to work harder and allows for showing progress later in the year, made grades invalid data. Promotion policies also involved more variables than consistencies.

Kindergarten children are seldom retained. Pre-first and transitional classes exist to avoid the need to retain children. Whether or not children are successful in these classes, they are promoted. Even in first grade, retention is rare and parental attitude is a major factor. The final piece of data was attendance.

Due to technical difficulties, the Office of Assessment of the School District of Philadelphia was unable to provide us with attendance data in time for inclusion in this final report. They will, however, provide the data during January. At that time, we will examine and analyze the data and provide an addendum to this report. (See attached letter from Spencer Davis.)

Objective 5. Curricula will be developed to mirror the School District of Philadelphia's standardized kindergarten and first grade curriculum and fill the need for materials to be used by parents and children learning together.

- A three part curriculum resource, *Parents, Children and Learning,* was developed to support parents' and children's learning. (See enclosed materials.)

  The first book provides an overview of family literacy and of CFL's Family Literacy Demonstration Project. Specific materials include tables of contents from the other two books, a grid showing the correspondence of phase one and phase two instructional activities to the kindergarten and first grade curricula, the model for the summer learning camp and a bibliography of background materials on family literacy, materials for use in the adult literacy phase of instruction and materials to use for instruction of parents and children together.

  The second book is an instructors' guide for providing adult literacy instruction which mirrors the kindergarten and first grade curriculum. It contains ten themes each consisting of class activities and home activities both for parents and for parents and children together. This book contains a bibliography of materials appropriate for this phase of instruction.

The third book is an instructors' guide for a summer learning camp which includes parents and children working together on activities based on themes from the kindergarten and first grade curriculum. The activities are mostly in the form of station cards which allow the child and parent to choose an activity and stay with it as long as they wish. This book contains a bibliography of materials appropriate for the summer learning camp model.

Activities

School Selection

The original proposal was developed by CFL in cooperation with the Philadelphia School District, Office of Categorical Services. Once funding was received, a competitive process was used to select the schools which would be partners in the project. A request for proposals was sent to all ninety-seven school-wide project schools, those in which more than 65% of the population receive Aid for Families with Dependent Children, free lunches or aid under the Refugee Assistance Act. Fifteen schools submitted proposals. A five member team consisting of staff from CFL and the Philadelphia School District's Office of Categorical Services read and rated the proposals and selected three schools to participate. (See attached RFP with scoring guidelines.)

One school was identified by all members of the team as their first choice. The score which this school received was considerably higher than any of the others. A second school was the next choice of three of the team members and third and fourth for the two others. The third school was not a clear choice. A great deal of discussion was involved in deciding among three schools whose scores were equal. A sixth school district staff member with close experience with all three schools was consulted, and the decision on the third school was made based on his recommendation.

During the process of reviewing the proposals, the comment was made that it would have been beneficial to visit schools to see the facilities and experience the environment. This may have been helpful in uncovering some problems which were learned only after programs were begun. However, the

success of the programs corresponds directly to the scoring which the schools received in the proposal process.

The proposal was designed to determine schools':

- need for a family literacy program;
- willingness to participate and support the program;
- availability of classroom space during both the school year and the five week summer session;
- availability of computers;
- willingness to allow the adult literacy teacher to be involved in kindergarten and first grade lesson planning to gather topic suggestions for instruction.

All selected schools adequately addressed each of the above criteria in their proposals. However, the selection process was problematic in several ways which were apparent at the time of the review or which became apparent over time:

- The need for a family literacy program was established by discussing the needs of the community and the children in the school. The very fact that all the applicants were school-wide project schools indicated a certain level of need. However, the school in which the project was most successful was the school in which the adults were least in need based on demographic information. (See Final Evaluation Report.)
- Willingness to participate in and support the program was often shown by participation in similar programs in the past. The fact that in two cases the similar programs continued to run at the same time as CFL's program, and offered stipends, had a negative effect on CFL's efforts to recruit participants.
- Schools made commitments in their proposals which they did not follow through on once the project was underway.
  - ~ Recruitment efforts were fully supported in one school. In the other two schools there was little evidence of support in this area.
  - ~ Classroom space was available in all three schools. However, at times that space was shared with other programs and often the activity of the class was interrupted by other activities.
  - ~ Provisions for childcare was promised in all three proposals. Only one school provided it. Even efforts to provide participants with information regarding the availability of

money for childcare from the County Assistance Office were turned over to CFL.

- In general, computers were available in all three schools. Getting access to computers took some work in one school.
- While none of the schools said explicitly that teachers were planning collaboratively, statements like "shared planning time for kindergarten and first grade teachers" led us to believe they were. At best the teachers shared the same time. In none of the schools was there any process of shared planning on which we could build. Proposals said that teachers would be available. Getting them to find time for us in their busy days was another story.

CFL felt that the schools' proposals represented their buying into the project. However, there was no way to hold the schools accountable to deliver what they had promised. Perhaps what we failed to find out in the school selection process was who developed the school's proposal, who had input and who was informed of the project and when. As we learned, a local principal's commitment of teachers' preparation time in a proposal does not necessarily translate into a commitment from the teachers and available time for them to meet. Likewise with parent participation, the expressed interest in the proposal did not easily translate into interest on the part of the parents. Perhaps both the principal's relationship to school staff and the school's relationship to the community need to be examined through a more intensive collaborative planning process and, if either of these relationships is counterproductive, ways of compensating for this could be found or a new site for the class could be selected.

In terms of parents' ownership of the curriculum, CFL felt that our working knowledge of the goals of adults who are parents in other CFL programs was a good indication of what the goals of adults in the planned programs would be. The idea of mirroring the curriculum began in a focus group with parents at Meade School where CFL offered a family literacy class. One parent explained how she had worked as a classroom aide, first in kindergarten until she learned all she could, then in first grade and so on. She announced proudly that she was now in fifth grade. Other parents in the group agreed that learning the concepts taught in the school curriculum would be beneficial to them. They all stated that a major goal for them was to to help their children and that instruction which related to the curriculum would

enable them to do this. Since this focus group was conducted with parents in a school in a different part of the city, it could be that the process did not acknowledge the variability of needs of different communities throughout the city. However, the school in which the program worked most closely to the described model was the one school of the three which was the most different from Meade school demographically. It is difficult to know then, if a program planned with input from parents can be counted on to serve the needs of any group other than those parents who participated in the planning.

(The challenge of shared ownership of projects is discussed further in the Final Evaluation Report)

Curriculum Development and Planning

The adult portion of the curriculum was developed throughout the first six months of the project rather than in the first three months as initially planned. This occurred mainly because staffing of the project fell behind schedule. (See staffing below.) Also, since cooperative planning with the kindergarten and first grade teachers did not occur, the project lost this potentially rich source of instructional ideas. There were both advantages and disadvantages to the method by which the development occurred. The main advantage was that it allowed the curriculum to be responsive to the needs of the participants. These needs varied from those anticipated in two significant ways: 1) while all participant were parents or primary caregivers, only some of their children were in kindergarten or first grade; and 2) not all participants were interested in focusing on their children's learning, and all participants had individual goals which they wanted to address. The main disadvantage in not having a developed curriculum was the lack of this as a resource for the instructors in the program. This is particularly important in a new field with a negligible pool of experienced practitioners from which to hire. (These issues are addressed in more detail in the staffing portion of this report and in the Final Evaluation Report.)

The draft of the summer curriculum was developed before that phase of the program began and was refined throughout the four weeks of its use. Since parents and children were together in this phase, there was less need to respond to interests outside of the realm of family literacy.

The curriculum materials developed are appropriate for use in family literacy programs with adults and with adults and children together. The correspondence of the materials to the school district's kindergarten and first grade curricula has been mapped (Scope and Sequence Grid in Part One of the curriculum.), and the materials are appropriate for use in a program which mirrors those curricula as proposed in CFL's model. However, the materials can also be used with parents of both older and younger children since the themes and their applications were expanded to respond to participants' needs.

Outreach at Participating Schools

Meetings were held at which CFL staff explained the project to school staff. CFL produced flyers, letters and posters. (See attached outreach materials.) CFL staff spoke at parent meetings, and worked with the principal and home and school coordinator to recruit parents.

Recruitment was planned as a joint effort between CFL and the participating school. One school fully supported these efforts. The principal talked to parents about the class and visited the class almost daily. The home and school coordinator talked with parents and encouraged them to attend the class. Flyers and letters were sent home as requested. Word of mouth brought additional participants to the class.

In the other two schools, there was little evidence of support in this area. In one school, the principal turned the project over entirely to the home and school coordinator. CFL provided flyers and letters which we were assured were sent home. However, informal conversations with parents in the school corridor indicated that most were not aware of the presence of the class in the school. Recruitment was further thwarted when posters which CFL provided were never hung in the school. For some time, the attendance of the participants in this class was sporadic and only a few students were in attendance on any given day. As a result, it took a long time to develop a class identity and presence which are important both for word of mouth recruitment and for retention. In addition, there were pre-existing conflicts among early participants in this class. This created an uncomfortable atmosphere in the class, and we can only assume that word of mouth probably precluded certain "factions" from participating. Childcare needs prohibited many potential students from attending in this school. The

principal in this school came into the class frequently in the beginning. However, she usually berated the adults for not being able to get other parents to attend the class. Eventually, the CFL teacher asked her not to interrupt the class.

In the third school, relations with CFL got off to a difficult start. The original teacher assigned to that class asked to be changed to a different site. At the time that the decision was made, it was felt that it would be better to respect the teacher's perception of what she could and could not handle. In addition, CFL thought that a second teacher was in place who could take this class. This second teacher had extensive experience in elementary school as both a teacher and a principal and experience in adult education. It seemed that if this program were somewhat problematic, this second teacher would be well equipped to handle the situation. Unfortunately the second teacher did not accept the class and the start of this program was delayed. When a teacher was hired, the principal did not respond to calls from CFL attempting to get the program underway. Eventually the new teacher visited the school, met staff and the program began. Because CFL's contact with this school occurred largely through the teacher, the family literacy coordinator did not get a clear idea of how outreach efforts went. The class was small but there were students who attended consistently and the CFL teacher always felt supported by school staff.

Parent Workshops

Parent workshops were offered in all three schools to recruit participants at the beginning of the program, to increase participation part way through the program and to support expressed needs of adults in the program. These workshops provided 188 hours of service to 94 adults. (See attached workshop plan.)

Three workshops were offered at Lincoln School. Two workshops were offered during the start up period, one on Math, Reading and Writing: Skills Through Exploration of Shapes and one on Parenting Styles. After the start up, the New Directions Program of the Philadelphia County Assistance Office was invited in for a workshop to explain the process for obtaining transportation and childcare money available to participants.

Two workshops were offered at Madison School. These were offered during the start up phase: the first, like Lincoln School's, on Math, Reading and

Writing: Skills Through Exploration of Shapes and a second workshop on Hands-on Math with Children using Common Household Objects.

Four workshops were offered at Eisenhower School. The workshops during the start up phase were the same as at Madison School. A third workshop by New Directions was also offered. A fourth workshop was offered at Eisenhower School on Adult Math. This last workshop was an effort to dispel the notion that the class was only about children's learning. (This was the school at which parents strenuously opposed the idea of focusing on their children's needs.)

Initial Assessment Planning Conference

Initial assessment was conducted using CFL's Initial Planning Conference. This structured interview was developed as part of the Adult Learner Evaluation Project (ALEP), a joint effort of the Literacy Research Center of the University of Pennsylvania and CFL. Participants' skills in reading strategies, reading comprehension, writing strategies, uses of reading and writing and math were assessed. In addition, adults' goals for participating in the program were determined.

This authentic assessment provided the information needed to plan adult instruction related to parent's own learning. However, it would have enriched the project if the assessment had been adapted to include ways of getting at parent's interactions with their children around learning.

Individualized Educational Plan

Instruction was planned to address the needs, interests and abilities of the learners. This individualized planning looked different at the three schools. At one school, parents were interested in exploring topics related to parenting and their children's learning. The need for individualization in that class was for adapting instruction for students with a wide range of skills. For example, articles were read to some learners, read together in small groups by other learners and read independently by still others. In this same school, a topic such as decimals would be discussed and explored together. Learners would then move on to explore decimals on different levels, e.g., addition of decimals or word problems involving division of decimals. In the second school, parents were outspoken about their desire to address their own needs and interests as learners. Since both the needs and interests of the participants varied, this class required individualized planning based on

ability, as described in the planning for school one above and also individualized planning of content. Much of the work in this class was done individually with the teacher providing assistance as needed. The one common activity which brought the learners together was use of the computers. It is possible that the insistence of learners that the instruction focus on their individual needs and their desire to work independently was, at least in part, the result of the pre-existing conflicts among early participants described in Outreach at Participating Schools above. In the third school, the learners shared interests so, like the first school, individualization was needed to address a range of skills.

Phase One of Instruction

Instruction was provided four days a week for 2.5 hours each day. The curriculum provided adult instruction which paralleled themes from the kindergarten and first grade curriculum as well as instruction designed to respond to the needs of parents which were not directly related to supporting their children's learning.

At the Lincoln School, 8 students received 293 hours of class instruction and an additional 20 students participated in workshops. The project got a late start at the Lincoln School due to staffing and communication issues discussed elsewhere in the report. Once the class was started, it became apparent that it was competing for participants with a program which offered a $250 stipend. In fact, school staff said at that point that they believed that providing a stipend was the only way we would get parents to participate. In addition, as discussed previously, lack of childcare made participation impossible for many interested individuals.

At the Madison School, 17 students received 888.5 hours of class instruction and an additional 40 students participated in two workshops. This class got off to a good start, with parents being interested in the proposed instructional model and school staff supporting the project. Madison School provided childcare through creative staffing, which was essential to the participation of several parents.

At the Eisenhower School, 15 students received 413 hours of class instruction and an additional 34 students participated in three workshops. At Eisenhower School, like at Lincoln School, the class competed for participants with a program which offered a stipend and there was no childcare available.

Another factor which affected participation at Eisenhower School was pre-existing conflicts discussed under Outreach at Participating Schools. We can only assume that word of mouth, rather than supporting program participation, probably precluded certain "factions" from participating.

Phase Two of Instruction

A Summer Learning Camp for parents and children was held at two of the three schools. A total of twenty-seven parents and twenty-eight children received 369 and 618 hours of service respectively in this phase of the program. Parents who attended regularly had two or more children which is why the number of hours is considerably higher for the children even though there was only one more child in attendance.

The camp was planned for four weeks because the schools were not able to provide space for a fifth week. Classes ran 2.5 hours each day, four days a week. Instruction for each of the four weeks was centered around a theme and was culminated by an educational trip on the last day of the week.

The class time Monday through Wednesday was organized as follows:

<table>
<tr><td rowspan="2">Adults</td><td>1 hour 15 min.</td><td colspan="3">1 hour 15 min.</td></tr>
<tr><td rowspan="2">PACT Time
K-1 classroom</td><td colspan="3">Adult Sessions
Adult classroom</td></tr>
<tr><td>Children</td><td>Snack Time K-1 class</td><td>Organized Play Gym*</td><td>Story Time Gym*</td></tr>
<tr><td></td><td>1 hour 15 min.</td><td>15 min</td><td>45 min</td><td>15 min</td></tr>
</table>

On Thursdays, parents and children went on field trips. Each of trips related to the week's theme. Parents participating in the school year program created a list of possible field trips. The trips were arranged according to preference by the parents and the top four trips were chosen. These were:

Camden Aquarium
Please Touch Museum
Mary Meade Farm
Recreation Station

At the Madison School, 11 adults received 255 hours of class instruction and 18 children received 447.5 hours in the summer learning camp. Parents were enthusiastic about the opportunity to work together with their children on learning activities.

At the Eisenhower School, 10 adults received 114 hours of class instruction and 10 children received 170.5 hours in the camp. Some parents in this program were not enthusiastic about working with their children. Instead, they wanted the opportunity to do the projects on their own. While staff did not feel that this was the best use of the instructional model, parents were allowed to work on their own when they chose to and staff or other adults served as surrogate parents for their children.

The Lincoln school had an eleven month school year for the children. The principal did not feel that it would be a problem to pull children out of their classes. Parents, however, did not agree. As a result, the summer program at that school was a continuation of the school year program with the exception of parents' and children's participation in some of the educational trips.

Computer Instruction

All three classes made regular use of computers in the schools. Parents wrote books for their children, expressed their own thoughts through word processing and reinforced skills such as budgeting. (See attached booklet of student writings.) The nature of the computer-assisted instruction component differed from school to school. This is discussed under Objective 3 above.

Post-Instructional Assessment Conference

Students were interviewed at the end of phase one of instruction using CFL's Second Planning Conference, which measures the same dimensions of learning as the Initial Planning Conference: reading strategies, reading comprehension, writing strategies, uses of reading and writing and math. Learners' progress toward goals was also noted. The results of the post-instructional assessment are as follows:

- Participants with instructional hours greater than or equal to 100 showed gains of one or more levels in an average of four of the five areas assessed and met an average of three goals.

- Participants with instructional hours greater than or equal to 50 showed gains of one or more levels in an average of three of the five areas assessed and met an average of two goals.

- All but one participant with hours greater than or equal to 20 increased a level in one of the four areas assessed and/or met a goal.

The goals met, based on goals set by the individual participants include:

• learned to use a computer	13 participants
• learned to read, write or do math with children	8 participants
• increased understanding of personal finances	4 participants
• admitted to a higher level education program	1 participant
• got a job	3 participants
• learned job related skills	4 participants (in addition to the 3 above)

At the end of the summer learning camp, parents evaluated the program anecdotally regarding their children's progress in the summer program, what they learned about their children's learning styles and needs and what they or their children gained from the content of the instruction:

Children's Learning Styles and Needs

- ~ He or she "can sit still and finish projects.
- ~ He or she "needs to explore and see all the activities before deciding."
- ~ "If something doesn't work, he keeps trying another way."
- ~ "He pays attention to detail."
- ~ He or she "is very physical and needs to move around a lot."
- ~ He or she "has a lot of energy and is impatient."
- ~ He or she "wants to build with blocks, needs to touch them and use them."

Children's Social Skills Developed

- ~ "He's doing more with other people."
- ~ learned to interact without fighting

Children's Basic Skills Improved

- ~ "He can tie his shoes now because of doing more finger activities."
- ~ "Counting with coins made a distinct difference. The quarter, dime nickel game helped."
- ~ also cited as helpful were the hands on approach, the work with fractions and probability, the creativity and availability of choice, the use of household materials and ingredients

Adults' Skills Improved

- math and reading skills
- to "use my mind for myself"
- to start setting goals
- writing stories
- management

Parenting skills learned:

- not to assist their children all the time but to let them make their own decisions and mistakes if needed
- to compromise
- to be more artistic and creative
- listening skills
- patience
- confidence and comfort

Other

- At first he didn't want to come. Now, he can't wait to get here."
- Another parent noted that it gave her a break.
- additionally, parents said that the program helped them to relax with their children after the camp, and provided good alternatives to hollering.
- "take time for yourself"
- safer taking risks
- that I want to be a teacher
- that I have a lot to give

Parents said that they enjoyed:

- doing activities with their children
- seeing their children working
- parenting time together to talk about their children's activities and do their own educational activities
- getting to know their children better
- having quality time with their children
- activities which children want to do as a follow up to the camp
- that children are more interested in doing things than in TV

When children were asked to tell what they liked about the summer camp, they named specific activities from the curriculum. Almost every activity was named at least once.

Comparison Data

As stated above, the Office of Assessment of the School District of Philadelphia was unable to provide us with attendance data in time for inclusion in this final report.

Staffing/Administration

Project staff included Jo Ann Weinberger, Executive Director; Bernard Soloman, Controller; Rose Brandt, Director of Educational Planning; Dorothy Miller-Clemmons and later Debra Cherkas, Family Literacy Coordinator; Roslyn Don and Vanessa Watson-Martinez, Educators for phase one and phase two; and Joanna Carty and and Monty Wilson, Educators for phase two. Alisa Belzer and Katherine Luna served as the evaluators. Staff from the School District of Philadelphia's Office of Assessment supported the project by providing data on the attendance of children. Spencer Davis, Gay Slatterbeck, John McKinney and Richard Schoenborn contributed significantly to the project in this way.

Staff with the necessary expertise were in place for beginning the project. Both Jo Ann Weinberger and Rose Brandt are experienced educators and administrators with masters degrees in education. Dorothy Miller-Clemmons, the Family Literacy Coordinator was a doctoral candidate in Educational Leadership at the University of Pennsylvania and had worked with family literacy programs as part of her doctoral study. With this expertise available, CFL was open to considering a range of experiences (academic and applied, adult, elementary or early childhood education, and community experience) as qualifications for the educator positions.

The question of what constitutes a qualified candidate is not unique to this project. Since the field of adult basic and literacy education is small, finding individuals with direct experience in the field is difficult. Academic programs which lead to certification in adult education are virtually non-existent and those that do exist place emphasis on fields that are often more rewarding financially than adult basic and literacy education. A degree in elementary or secondary education may or may not be helpful. For individuals with these credentials, there is still a vast amount of information on adult basic and literacy education to incorporate. At times, certified teachers feel that they have mastered their profession and resist learning the characteristics of a new dimension of their field. A key piece in adult basic and literacy education is connecting with the participants. This is true during recruitment efforts, during class start up when potential participants are testing out the program and throughout the program. Often individuals with community experience are able to do this well. These same individuals

frequently have experience in leading adult group activities such as meetings and workshops.

Staffing for family literacy programs poses an even greater challenge since expertise is needed in education both of adults and children. This expertise includes content, techniques and background information on topics such as attention span and motivation for making informed decisions regarding instruction. In addition, besides the content of reading, writing and math, family literacy instructors need to have knowledge of parenting. This experience can be learned academically, for example, in early childhood education programs or through experience as a parent.

Given the available expertise on staff, the experience in early childhood and elementary education of the first educator was considered a good complement to the project team.

The first Family Literacy Coordinator was not enthusiastic about the project. This fact was not shared with the Director of Educational Planning so the information was never available for them to address her issues. After she had left the agency, the first educator shared concerns about the degree of leadership which the coordinator brought to the project. She felt that the Family Literacy Coordinator had not supported her in her work and did not support CFL and this project with school district staff.

The second Family Literacy Coordinator brought a different kind of expertise. She had supervised teachers and took a supportive role in working with the educator who was on the project. However, she did not have direct experience in adult basic education or in family literacy so she was learning much of the content along with her staff.

The hiring process for the second teacher was in process when the Family Literacy Coordinator position became vacant. This created three problems. The time and energy of the Executive Director and the Director of Educational Planning had to be spent on hiring project staff, now two positions. In addition, the Director of Educational Planning had to devote time to direct support of the one educator on staff. The director's time was never sufficient for this need. Also, time which she spent in direct support of staff reduced time which could be spent on getting programs in the schools established. Her energies went more into the day to day needs of an educator rather than to the planning and implementing of a program.

Suitable applicants for the second teaching position were hard to find. The teacher who was hired brought community experience and experience with alternative educational projects for young adults. The overwhelming issue for her class was getting the program started. As a result, the planning time necessary among project staff never happened to the extent desired.

Recommendations

Include All Stakeholders in Planning and Development

The involvement of parents and staff of individual schools in the process from the beginning would provide valuable information for program planning. While this would mean that CFL and local school staff would have to invest more time in this phase, it might lead to greater ownership of the project by all stakeholders. The planning and development phase could be done before submitting the proposal or the time could be built into the proposal. These would look different and both would have strengths and weaknesses.

Planning and development before submitting the proposal would involve one of the stakeholders feeling a need for a project, inviting other stakeholders to participate, selecting the appropriate stakeholders, working with these stakeholders to develop the idea, and writing and submitting a proposal with them. If all stakeholders were likely to be equally involved, this would be an ideal way to develop a project. However, it seems unlikely that teachers who had difficulty finding time to meet during this project would be available for an adequate number of hours to make this truly cooperative. Ideally, the stakeholders who identified the need would be the parents who wanted the program. However, there are few mechanisms in place which would promote and support this. Incorporating those parents most in need would be least likely to occur. Whether the voice of some parents in a given school would be close to the voice of potential participants from that school is not known.

Probably the most effective way of ensuring that all stakeholders bought into the project would involve having extensive planning and development time built into the proposal with all stakeholders being reimbursed for their time. Initial cooperation in terms of interest on the part of stakeholders would be determined before submitting the proposal. But the model and content of the program would emerge from the collaborative planning process. Ideally, the

individuals who participated in the development would continue to be involved as the project was implemented, i.e., parents who helped plan the program would attend the class, principals who made the project a priority within their schools and teachers, both CFL and School District, who planned would still be available the following school year to carry out the project.

Make Family Literacy a Community Priority

Family literacy programs should seek out partners who are trusted in their community and committed to the project. In schools, those in leadership positions, i.e., principals and community liaisons, must make family literacy programs a priority, committing the necessary time and resources to ensure success. Communities must take an active role in identifying the services needed to support their families and seek out the necessary Schools and community programs must become partners with communities in taking responsibility for the welfare of families.

Incorporate Summer Learning Camp Model

Programs for parents should include a summer component in which parents and children can work together on learning. Activities should promote an active learning process. Parents should also be encouraged to be reflective about their own learning process, developing an understanding of how they learn and thereby understanding their children's learning better. Attitudes toward learning which reduce the sharp lines between knowing and not knowing and encourage risk taking should be fostered. Parents and children should have the opportunity to discover that learning can be fun.

Provide Necessary Support Services

For parents to be able to participate in programs, childcare services have to be available to them. Parents need to be able to leave their children with responsible adults in situations which are beneficial to the children. Frequently, responsible parents forgo educational services because of the lack of childcare which they can afford and with which they are comfortable. Unfortunately, in time these parents may find that they lack the skills they need to support their children's continued development.

Change Funding Cycles

The length of the funding cycle made the proposed model difficult to implement. In a one year cycle with little advanced notice of funding, it was difficult to cover all the bases: staffing, staff training, selection of schools, planning with selected schools and service delivery.

The funding schedule was also problematic. Since the funding started in December, there was only one month for staffing, staff training, selection of schools and planning with selected schools before the first phase of service delivery needed to begin if six months of instruction were to be provided before the end of the school year. Also, the activities of the project were out of synch with what was happening in the school. Planning and start up occurs in schools in September. Perhaps being in the school at that time would have allowed school and CFL staff to establish working relationships which would have made the program a more integral part of the school. Since many educational programs operate on a school year calendar, hiring teachers for September is easier than hiring mid-year. Also, adults join classes in September. This project missed that window of opportunity for recruitment.

A two year funding cycle would have been ideal for this project. For example, notice of funding could be received in December for a project to operate from January of one year through December of the following year. If schools had already been identified before submitting the proposal, January through June could be used by staff at the school, CFL staff and parents to develop the model for the next school year. June, July and August would provide time for intensive training and planning on the part of CFL teachers. Final planning and recruitment would be resumed with the schools in September. This would be an integral part of school activities starting at the first staff meeting and first parents meeting. Phase one of service delivery would occur from October through May. This would allow school and CFL staff to evaluate phase one and plan the summer program in June. The program for parents and children together would take place in July. August through December could be used for following up with parents, children's teacher and other school staff to determine the effectiveness of the program.

"Our children are eager to learn from us if we would only share"

Final Evaluation Report on
The Family Literacy Demonstration Project
Center for Literacy
Philadelphia, Pennsylvania

Alisa A. Belzer
December, 1993

I Introduction

Project summary

The Family Literacy Demonstration Project was designed to offer classes to parents of kindergarten and first grade children in three elementary schools in Philadelphia (chosen through a competitive application process). The proposal called for the development and implementation of an adult curriculum which would "mirror" the K-1 curriculum. Services were provided in two phases. Phase 1, from January through June, was aimed at providing instruction for parents. Phase 2, five weeks during the summer, was designed to provide educational services to both parents and children. The program sites for both phases were the three schools: Madison, Lincoln and Eisenhower Elementary* .

The project was staffed with a full-time Family Literacy Coordinator (responsible for overseeing all aspects of this project) and two teachers (one full-time who taught two of the classes, the other was part-time and taught one). During Phase 2, two additional teachers were added to the staff in order to accommodate the increased program demands of serving the needs of both children and adults in the classes. Other staff who dedicated time to the project were the Director of Educational Planning and the Program Evaluator. The Executive Director had input into the project, especially at the beginning and the end. At the three schools, the principal, the home and school coordinator and some teachers were involved as well.

During both phases, the classes met four days a week for 2 1/2 hours. Each class spent at least one day per week in the school's computer room. During the summer, the fourth day of every week was spent away from the school on field trips. Phase 1 was aimed at providing adult basic education in reading, writing, math and computers for parents with children in kindergarten or first grade. Phase 2 was designed to build on material covered during Phase 1 while solidifying the bond that encourages the parent and

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* School names have been changed.

child to learn together. During this Phase parents and children had some age specific instructional time and some instructional time during which they worked together. In order to facilitate the planning and implementation of the "mirrored curriculum," the schools agreed to provide time for at least one kindergarten and first grade teacher to meet with the CFL teacher working at their school on a weekly basis.

The Family Literacy Demonstration Project had several distinctive features: the combination of two service provision arrangements, its location in three inner-city elementary schools, and its commitment to directly linking the parent and K-1 curriculum through the concept of mirroring. Project planners and staff hoped that these program features would offer a potentially strong model for providing literacy services to families.

The evaluation

In addition to combining a unique set of program features, project planners hoped to make program evaluation an integral part of the project. The evaluation research plan was designed with this hope in mind. It had two primary objectives--that it be primarily formative and process oriented in its focus and that it involve project staff in the inquiry process. These two objectives were addressed through a plan which called for all project staff to participate in bi-weekly evaluation team meetings (facilitated by the Program Evaluator) whose purposes were to articulate the overall evaluation research questions as well as sub-questions relevant to the particulars of each person's job, plan data collection and discuss what was being learned by simultaneously implementing the project and investigating the process. By creating a context for thinking about the evaluation research in an on-going and participatory way, findings from the formative evaluation constantly fed back into the process of providing services and also contributed in important ways to the production of this final evaluation report.

As part of the process of the evaluation team, a large number of research questions and data were generated over the course of the project by both of the teachers and the program evaluator. Although teachers and other project staff played an active role in the

evaluation, the evaluator played a distinctive role. It was initially hoped that all program staff would identify and actively seek to address individual evaluation questions which would contribute to periodic evaluation memos and the final report. Given the realities of the project, however, what actually happened was that project staff participated in identifying research questions and collecting some data, but the program evaluator took primary responsibility in these areas. Project staff played an important role in the evaluation by engaging in on-going reflection at team meetings on their own role; their students needs, interests and concerns; the challenges of mirroring the curriculum; and the ways in which they were and were not able to work with the schools. The evaluator facilitated the meetings, wrote periodic evaluation memos and collected most of the data. Data collected included field notes of meetings, recruitment workshops, classroom observations, end of Phase 2 focus groups, and discussions with non-participating parents; evaluation team meeting transcripts; student generated work such as classroom writing assignments, dialogue journals focussing on the learning bond between themselves and their children at home and student assessments; interviews with students, program and school staff; teacher generated classroom activity logs; and teacher journals. These data helped move staff closer to addressing questions which centered around defining family literacy, understanding and meeting the needs of learners, documenting the challenges and opportunities of collaborating with schools, implementing the model, and understanding the ways in which the program can and did have an impact on families.

Although the staff worked on addressing many kinds of questions during the course of the project, the main focus of this report is to illustrate the challenges and issues that were raised in the process of implementing the project. Because Phase 1 represented the bulk of service provision, the report concentrates primarily on this part of the program. While there is clearly a need for systematic comparisons of program models and for an effective research methodology for understanding program impact in this new educational area of family literacy (Nickse, 1990), there is also a pressing need to understand what

programs are like, how they function, what challenges they face, and what the critical factors are in meeting (or being unable to meet) the needs of adults who come. Nickse tells us that "at this early stage in [family literacy program] development, even descriptive information is difficult to locate" (p. 47). This report seeks to address the need for increasing understanding in the field of program processes. It describes the program not so much for the typical purposes of a final evaluation report--to let the funder know why or why not a program succeeded in meeting its goals as outlined in a proposal--but rather to identify many of the important challenges and issues that were encountered in the process of enacting this project. It seeks to raise questions and concerns as well as address issues that are not specific just to this project, but may have relevance to other practitioners, funders and policy makers in the field who are interested in developing, implementing and researching family literacy programs. Instead of narratively recounting the successes and failures of the project, many of these descriptive details are embedded in discussions of program processes. Hopefully, this report will contribute to an understanding in the field of some of the critical features and issues in family literacy service provision.

II Challenges and Issues

This section of the report will focus on six challenges and issues which emerged by focusing the evaluation on the process of providing services to parents and children who participated this project. Each section will be briefly discussed here and then expanded on throughout the section.

1. Defining family literacy was a challenge that the staff struggled with over the course of the project. It became clear early in the project that there is a limited conceptualization of what family literacy really means and what it can accomplish in the field, as well as in this project. While it is a term which has great currency in the field, there is little agreement about who will benefit, under what circumstances and how. This lack of clarity had an impact on the program in a variety of ways.

2. Understanding the the ways in which the contexts of the three classes differed was an important element in providing services to a diverse student group. This became a critical issue when one class quickly attracted a solid core of students and another inched along for quite some time having great difficulty attracting students and cohering as a group. Because both groups had the same teacher, it became pressing to understand in what ways the contexts differed (the third class started much later and did not contribute as much to understanding this issue). As some of the distinctive features of these two classes came to be understood better, the differences in contexts also raised questions about the challenge of applying a single model in diverse settings.

3. This project had a distinctive model of service provision. Mirroring the curriculum, creating a collaboration between kindergarten and first grade teachers and the CFL teacher, providing child care and offering two distinct phases were all areas in which various stakeholders had to buy-in for the project to meet its goals. For several aspects of the program and from each kind of stakeholder (parents, CFL teachers and school district personnel), some resistance was expressed (although the degree and area of resistance differed).

4. Although a few concrete examples of how the K-1 curriculum could relate to an adult curriculum are provided in the project proposal, the concept of mirroring the K-1 curriculum was only generally explained there. Project teachers struggled with the difficulty of fully understanding and implementing this concept. Many excellent curricular activities were developed throughout the project, but it was sometimes unclear how and under what circumstances the adult and child curriculum could and should be linked. Unfortunately, there was scant time and resources to address this challenge.

5. Although this project was not a formal collaboration between an adult literacy program and three schools, it sought to create significant links across organizations. Creating links that functioned well to meet the goals of the project proved to be challenging for a variety of reasons.

6. Staffing issues were complicated by the difficulty in filling positions in a timely fashion in a field that has a small professional pool from which to draw. Also the project raised questions about the skills, background and experiences that staff need to successfully address the goals of this type of project.

1. Defining the purposes of a family literacy program

Auerbach (1992) points out that there is a strong relationship between implicit and explicit definitions of family literacy and what actually occurs in a program in terms of recruitment, assessment and curriculum. Nickse (1990) writes that program success in family literacy projects is relative to the intent of the program. Both authors clearly state that there is not yet a single accepted model of service provision or even a common understanding of the term family literacy. Although the Family Literacy Demonstration Project had a specific model, it was general enough as to raise but not answer many questions about what the content of the curriculum ought to be and what would count as program success.

Because the interest among legislators, funders, and policy makers in developing and providing family literacy programs grows out of research which argues that parents' educational attainment is a strong predictor of their children's success, a common assumption that drives many programs is that if parents' educational levels can be raised, their children will do better (Fingeret, 1992). In other words, a current belief which tends to drive family literacy policy is that direct educational intervention for parents will indirectly improve children's school outcomes. In the long run, this improvement is expected not only to break the cycle of illiteracy, but to improve the economic status of those who participate (break the cycle of poverty).

Auerbach (1989) argues that many family literacy programs are built on the assumption that parents provide poor home literacy environments and do not have a commitment to education. The family is portrayed as inadequate and deficient. Based on this perspective, typical program activities are to give parents guidelines, materials and training to implement school-like activities at home; provide parent training; and teach parents about school culture. An implicit goal of this type of program might be understood as transferring school culture (middle class and white) to the home (diverse, but typically

non-white and non-middle class cultures) in a kind of cultural transmission (Auerbach, 1992). In contrast to the deficit model discussed above, if literacy is viewed as a consequence rather than a cause of poverty, then the solution "lies not in trying to reform or remold parents, but in changing the conditions of their lives which get in the way of literacy development" (Auerbach, 1992:15). Programs which subscribe to this view would typically concentrate on investigating home and school literacy practices which build on rather than critique what parents already do with their children, focus on shared literacy within the family, help support literacy use to address day-to-day concerns of parents rather than emphasize school-like tasks, encourage parents to take a whole language approach to literacy at home and advocate for school change if what is provided there is inadequate.

These contrasting views of families, the causes of illiteracy and the activities which follow clearly demonstrate that the ways in which parents, families, teachers and schools are conceptualized in family literacy programs have a direct impact on how family literacy is defined and how programs are enacted. While on the face of it family literacy may seem like an easily defined concept, a review of program documents and focussed discussions with program staff, learners and school personnel who participated in the Family Literacy Demonstration Project showed that there was little consensus on this matter even within the program.

The project goals as stated in the original proposal imply a diversified, multiple--but also sometimes ambiguous--view of what family literacy is meant to achieve. An analysis of the project proposal uncovers the fact that many different views of family literacy were underlying the initial plans for the project. Some of these views are stated explicitly, others are implicit in the choice of language, examples selected, and arguments fostered in order to build a case for the program. This views include the following assumptions: that family literacy can <u>develop skills</u> (but is vague about what kinds of skills and to whom they accrue--parents, children or both), <u>develop literacy</u> of parents (meaning increase the amount of reading parents do), <u>develop parents as teachers</u> (teach parents to replicate school-like

activities at home and/or more generally help them to be learning role models for children), develop a child's ability to succeed in school (increase children's grades, test scores and attendance and improve motivation), develop a collaborative parent/child learning unit (create opportunities and support for parents and children to engage in learning together), increase parent involvement in the school , and generally change the parent (alter parenting styles or urge parents to take on new or different roles in the child's literacy development).

Some of these goals seem to point to an implicit focus on transmitting school culture to the home. Yet, this goal contrasts with other stated goals of program staff and students. For example, the Director of Educational Planning who first thought of the idea of mirroring the K-1 curriculum in an adult context came up with the idea based on her own experiences as an elementary school teacher. She found, in her interactions with parents at that time, that they often misinterpreted her intent to develop children's conceptual and meaning making abilities through exploratory and creative activities as simply allowing the children (unnecessary) play time. She believed that a family literacy program could help parents avoid these kinds of misunderstandings. Rather than subscribing to the notion of transmitting school ways of teaching and learning to parents, her idea seemed to argue more for a mechanism for translating and interpreting for the parents the teachers' methods for developing conceptual thinking in children. Her emphasis was on school learning, but not necessarily on transforming parents into school teachers. While both of the teachers also emphasized conceptual learning, one of them was most interested in developing parental capacity to work on this kind of learning at home. She felt strongly that her goal was to understand and build on the ways that parents and children learn together there. She focused less on school and more on home interactions around learning.

Both teachers felt a tension between the project's definition of what it could and should do, the ways that schools work with children and their own understandings of what parents can and can not accomplish by working with their children. For example, one

teacher noted that what she could bring to parents may have implied a false promise given the structural inequalities built into our culture. She explained her thoughts this way:

> There's a tradition of what the values [in schools] are. The [standardized] test imposes a value on a certain way of doing this. Then it's a trick because the schools build in structures to keep minorities out of the power structure. So it's like we're going in and saying [to parents], we're going to give you tools so your child can be more successful, but really there's this whole big political machine there. If you don't address that, then you're not being honest. But if you do address that, then you might be getting into issues that the parents aren't there for or that's making a bad relation between you and the school.

The teachers also pointed out that the goals of the project in some ways and sometimes conflicted with parents' beliefs about what would be of most use to them. The same teacher noted that in one class the parents felt that the focus should be on them. For example, she found frequently that when she tried to relate class discussions that focussed on their own lives to their children's learning, the parents resisted. The other teacher noted that touching on issues of parenting and the ways that parents should act as teachers in their children's lives, created a possibility that parents would feel the teachers were trying to impose beliefs and values that may not have fit with their own culture or may have seemed intrusive. "We shouldn't be imposing values, but supporting people in taking responsibility for their own lives," she stated.

The visions of the different stakeholders in this project encompassed many diverse visions of family literacy. Derived from the proposal, discussions and interviews, these visions fell along a number of continua of what it means to provide family literacy. There were always competing images of what the project could do for parents and what it could do for children. These visions of what the program could do for parents included raising self-esteem, improving basic literacy skills, helping parents act as more effective surrogate school-teachers of their children, broadening their concept of teaching and learning and reading and writing beyond traditional skill-based notions, encouraging them to become advocates for their children, teaching parenting skills, giving parents marketable skills to increase their possibilities for employment or job training and increasing their participation

at their children's schools. The visions of what the program could do for children included improving their school performance, increasing their motivation to learn and encouraging an inquisitive, problem posing and solving approach to learning. These visions suggested that the curriculum ought to be based on a combination of parent interest, the K-1 curriculum, information on child development, technical reading and writing skills, and a whole language approach to literacy. Having multiple visions of what a family literacy project could be meant broad exposure to a wide variety of ideas, materials and topics, but it also sometimes meant a lack of focus and conflicting messages.

Family literacy need not be one thing or another and certainly goals can overlap. However, it is important to create a vision that is both internally consistent and achievable. While the vision should evolve over the life of the project as the program is shaped by the staff, learners and diverse contexts, it should be based on some clearly articulated assumptions and goals developed early on. This kind of clarity of purpose is essential in answering questions about assessment (what is important to know at the beginning of participation in order to plan and design instruction and choose curriculum materials, and what will count as progress/success?), recruitment (who is this program aimed at and why?), curriculum (what should the content of the curriculum be?), and the role of the teacher (what is she trying to accomplish?). Without a clear focus on what family literacy means, agreeing on specific and concrete goals can be elusive. In this program, reaching such agreement remained a a challenge. While the Program Evaluator continued to see this as a problem, the teachers grew increasingly impatient with the process of trying to come to some consensus. The question of a vision was not a pressing one for them. They never lacked ideas of what to do in their classrooms and felt confident that their students' continued participation was an indication that the program was addressing their needs. In addition, they themselves had many questions and needs as teachers new to the field. They felt that what little time they spent as a team working together could be better utilized by focusing on other questions and issues In other words, the pressures and demands of

providing services seemed more important to the staff than conceptualizing the goals of the project. However, ways in which a lack of definition or consensus around a vision for family literacy had an impact on the program. Examples will be discussed throughout the remainder of this report.

2. Contexts

In many ways the contexts of the three sites varied significantly. The participants in the classes represented demographic differences and marked difference in focus for participation. The schools and the communities in which they were located differed in important ways as well. These differences meant that services were provided in distinctive ways and have implications for creating a model that has common features across sites but is flexible enough to accommodate different contexts.

Who came to the classes and how they differed

While it is hard to capture the complex ways in which individuals and groups of classes were alike and different, there are some quantifiable characteristics to look at which shed some light on the matter. All of the students were African-American female guardians of children (some were mothers, others grandmothers filling in for absent parents). The class at the Madison School differed most significantly from the other two by age, educational level and economic status of participants. In this class the average age was 45.4 (several of these women were grandmothers who were the primary caretakers of their grandchildren); in the other two it was 32.5 and 33.6. In this class all but one individual had attended school at least through the 12th grade. At the other two schools the average number of years spent in school was 11 and 10.7. In the first class one-third of the group received some form of public assistance. Eighty and one-hundred percent of the students received public assistance in the other two. The three groups varied considerably less, however, in terms of the teachers' assessments of reading and writing levels.*

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* CFL uses a descriptive, non-standardized reading, writing and math assessment.

Although it is impossible to draw any conclusions about causal relationships here, it is interesting to note that the Madison class, with its older average age, higher educational level and greater economic independence was also the class with the highest number of students who attended class for 20 hours or more and had the highest average attendance (92.9 hours vs 47.6 and 40). This group was also the most interested in focusing the work of the class on their children and grandchildren.

The Madison group raised many interesting questions which prompted an in-depth investigation into the relationship between their characteristics and the purposes and functions of family literacy. It is important to note that, while this group came to help their children, they expressed a variety of approaches to this end on an initial assessment. For example, one quarter of the class said their primary purpose for coming was to work on their own (various) skills in the belief that through self improvement, they would be better able to help their children. One student wrote that she came to the class to "better my reading, writing, spelling, to help him as well as myself." Another wrote that she had come to "gain insights in computers and to be able to better assist my children in homework." Nearly half of the group focused primarily on their own educational or job-related needs, although some combined these explicitly with their children's needs. One parent wrote that she was attending the class "to better myself in math, English, reading." Another parent categorized as coming to focus on herself wrote that she would "like to feel free and comfortable in expressing myself in a group on any subject." One person who came for work-related reasons wrote that she wanted "to enter nursing school. and to pass there pretest." The other parent who wrote about work combined that concern with a desire to help her children. She wanted "to gain insights in computers and to be able to better assist my children in homework. To better understand methods used in solving math problems."

This group of women was older than one might expect of a family literacy program aimed at parents of kindergarten and first grade children. The average age was driven up

by the fact that several of the learners are grandparent-guardians. Because this group stayed focussed on the needs of their children and grandchildren, cohered well as a group and participated most actively in the program, they raised questions about diverse needs of learners who come to family literacy groups. The staff wondered if there were features of the program model that fit better with this group than the others. This older age group also raised the question of whether grandmothers need and want something different from mothers in a family literacy class.

We know that the average number of dependents for the women at Madison was 2.92. Almost half the group (5) has two or less children. The average was skewed by two women, one who has seven children, the other six. Although the curriculum is designed to focus on the K-1 grades, the presence of other children in the family in almost every case meant that the parent probably had other interests related to children. For example, if she has younger than school age children, she may have a pressing need to know more about preparing children for school. If she has older children, she may be having more difficulty helping them, than she has helping a child in kindergarten or first grade. In fact, most of the grandmothers only had children who were quite young, but some of the other mothers did have questions about middle and high school curriculum. Another area to wonder about is how having one or two children is different than having 6 or 7 both in terms of one's ability to participate regularly in the class and one's parenting style/ability/energy.

The educational level of the women in the class is striking. Although on average, one third of CFL learners are high school graduates, in this group all but one learner had completed 12th grade. Everyone had at least a 10th grade education. Not surprisingly, none of these women has previously completed an ABE course. The fact that most of the students have completed high school makes the group somewhat atypical of CFL learners. Although practitioners know from experience that a 12th grade education does not necessarily indicate anything about a learner's literacy, it seems safe to assume that, in general, skills were on the high end for a CFL class. The fact that none of these women

had been in an adult education program before could indicate that their primary motivation for attending was not a felt need in terms of their own literacy skills (although they expressed these needs in their initial assessment), but a need quite specific to helping their children. Not surprisingly then, of the three classes, this was the group the most in favor of the curriculum focusing on their children's learning rather than their own.

The variety of emphases in reasons for coming to the program at the Madison class as well as at the other two raised interesting questions in terms of defining what family literacy should be about. Should the emphasis be on helping adults with their own literacy needs on the assumption that they will better be able to help their children or should the focus be on children's needs directly? Would this mean directly teaching to the children's curriculum with adults or as the CFL model seeks to do, mirror the children's curriculum using adult topics and interests and hope that transfer occurs? In what ways can any model address the ways that parents actually work with their children at home? Although this project did not directly engage the relationship between work and parenting, the fact that many students had getting a job as a goal for participation also raised a question of whether family literacy classes should address job-readiness or improved job skills on the assumption that what poor families need most is parents who are ready and able to work?

The relationship between family literacy and workforce education has not been addressed in the research literature either, but the fact that two of the three classes had many participants living below the poverty level is striking. Not surprisingly in a population of women with young children who are able to come to a day-time class, 88% of the group at Madison is unemployed, but 50% of those that responded said they would be available to work. The question is, is this a group that plans to enter the workforce? Do they need to/want to? Are they being supported by others and is this a stable or unstable situation? Most importantly here, how would being in the workforce effect their own and their children's literacy?

Although this class is probably somewhat unusual, many characteristics of its participants have raised questions in yet another way about the purposes and definitions of family literacy. Who is it for? What can/should it seek to accomplish? How can the class serve as an intersection between adult basic and literacy instruction, individualized needs and "family literacy?" Can (or should) individuals' needs and families' needs be separated in terms of literacy education service provision.

The school contexts

All three schools were eligible to participate in the project because they are designated as school-wide project schools meaning that because more than 65% of the children are from families receiving Aid for Families with Dependent children, free lunches or aid under the Refugee Assistance Act the entire school can receive additional money and support services instead of earmarking them for particular students. All three schools had either a predominantly or wholly African-American student-body. Each school has a home and school coordinator who acts as a liaison between the school and the community. This individual played an instrumental role in recruiting parents for the class. Within this common framework, however, the schools had different characteristics.

The school calendar at each school had an impact on summer plans for parents during Phase 2.

The Lincoln School has an eleven month school year which meant that children would either have to miss one month of school or not participate in Phase 2 of the project. While the principal gave permission for the children to miss the last month of school to participate in Phase 2 of the project, CFL and parents felt uncomfortable with removing children from the regular school program to participate. Project staff wondered what the children would be missing and what message would be sent to children and parents about the eleventh month of school if children were easily dismissed from participating. Although CFL decided not to offer a distinctive Phase 2 at Lincoln, questions of what and how this class could benefit from some of the planned summer activities remained open

during most of Phase 1. Eisenhower offers a voluntary summer school program. Here the parents faced a choice between putting their children in a supplementary school program or bringing them to Phase 2 of the program. Madison has no summer program.

The atmosphere of the school, from the perspective of parents and CFL staff, differed markedly.

At Lincoln, the teacher who was originally designated to teach there requested to be placed at one of the other two schools instead. After visiting the school to do a parent recruitment workshop, she felt she was not equipped to cope with what she perceived as an atmosphere of mistrust and hostility on the part of the parents and school staff (toward her and each other). She believed strongly that this school should have an African-American teacher and that she would have difficulty negotiating the stark contrast between her own race, class position and educational level and those of the students, especially given her own inexperience. A decision was made to assign her to Eisenhower at the last minute. Because of delays in hiring a second teacher, this school's class started significantly later than the other two.

At Eisenhower, the teacher learned from the parents that there was a sense of mistrust between the community and the principal. Parents told her that the home and school coordinator was the one member of the school staff with whom they felt comfortable. She felt that many parents were reluctant to attend a class located in a school where parents felt unwelcome, patronized and/or experienced open hostility from school staff. She herself felt that the principal treated parents with a lack of respect by talking down to them and interrupting their class with little regard for the work in which they were engaged. While the home and school coordinator and the principal ostensibly supported the existence of a family literacy class in the school (they had successfully completed the application process to become a site for the project), there were two important ways in which their support seemed to be lacking: recruitment and child care arrangements. Although fliers advertising the class were sent home with the children, they were never

posted around the building or throughout the community, despite repeated requests by the CFL teacher. Although the school had committed itself to arrange for child care in its application to participate in the project, when the provisions fell through, no other arrangements were made. The principal basically absolved herself of any responsibility for this aspect of the program and put it on CFL (with few contacts in the community) to make other arrangements.

The Madison School seemed to provide the most favorable atmosphere for the program. The school already offered a number of special programs for parents and families which created an inviting atmosphere. Both the principal and the home and school coordinator were held in high regard by the parents. The teacher felt that the home and school coordinator played an instrumental role in getting parents into the class, sometimes literally taking them by the hand and leading them to the room where the class was held. The home and school coordinator reported that the prestige of the principal is so high in the community, that if she gets behind a project it is an automatic endorsement. She did just this, making herself highly visible at recruitment events and in the class once it began. This school posted recruitment materials throughout the community, the home and school coordinator called parents who had expressed interest in the class and the principal, at considerable risk, shifted personnel around to provide a baby sitter for the program.

The communities

No systematic study was made of the communities, but even on the surface they seemed to vary. At Lincoln, nearly 100% of the families live in a high-rise housing project across the street from the school. The neighborhood is troubled by poverty, drugs and violence. While neither of the other two neighborhoods are untroubled, they seem to be less under siege. Eisenhower is located in a community whose dwellings are a combination of federally funded low-rise housing projects and single family homes. The neighborhood borders on an area that is under redevelopment and is close to downtown

Philadelphia. Madison's neighborhood is made up almost entirely of single-family row homes and small apartment houses.

While it is impossible to draw any conclusions about the relationships among the student population, the school and the community, the three classes did have very different levels of participation. This fact raises a number of different questions. It seems likely that while the reading and writing abilities of the groups did not greatly differ, nonetheless their needs were different as were the contexts in which CFL was offering to meet them. While the model had a great deal of flexibility built into it, some aspects were set. For example the focus on children, and the time and place that classes were offered were non-negotiable. It seems possible that many aspects of the model fit much more closely the needs and interests of one group than the other two.

3. Buy-in to the model

This project had at least two distinctive features which made it a particular model of a family literacy program. The ideas of mirroring the K-1 curriculum in an adult context and providing service in two distinct formats--direct parent/indirect children during Phase 1 and direct parent/direct children (Nickse, 1990) during Phase 2--were the major innovations of this project. Before really looking at what these innovations meant for learners, it is important to acknowledge that while implementing a program with a particular model provides direction, it also creates stresses. There are two tensions that typically arise around establishing a model as part of the program design. One, sometimes the model is not fully articulated. This can be caused either by a conscious decision to allow it to develop and form in the context of teachers and students working together, or the reality that sometimes there simply is not enough time to fully develop conceptual and practical ideas for implementation during proposal writing. Second, various stakeholders in the program may not buy into the model. When there is difficulty around the issue of buying

into the model as there was in this project, it is important to look at ways in which and reasons why participants resisted it.

There was a range of feelings toward the model of the Family Literacy Demonstration Project on the part of CFL staff, school district staff and participating parents from very resistant to enthusiastic. It is important to note that not fully implementing the model did not necessarily denote resistance. In some cases, the model was not followed to due to a lack of staff development and support. In other cases, the problem had more to do with scheduling, logistics and organizational capacity.

CFL Staff

Although there always seemed to be disagreement amongst the staff on just what mirroring the curriculum meant, both teachers and the original Family Literacy Coordinator all seemed to take issue with it in some way.

Before classes had even begun, the project coordinator voiced reservations about the curriculum. She stated that she thought there could be tension between meeting learner needs and fulfilling the terms of the project proposal. For example, she believed that the parents from at least one school might really want a GED class although the fact that GED instruction would not be offered was made clear to them. She did not feel that mirroring the K-1 curriculum and providing GED preparation would be two goals which would be easy to reconcile. In addition she did not see helping the teacher to do this as part of her job, nor did she express a clear idea of how she could accomplish this. Regardless, she resigned from her position during the first month of classes. The position stayed open for nearly 4 months. Buy-in or no buy-in, because there was no one in the position there were only limited opportunities to support the teachers in working out what the concept of mirroring the curriculum might look like especially as teachers worked to address other needs and interests of the students.

The teacher who taught two of the three classes did not seem to see herself as resisting the model. Yet by virtue of the fact that her vision of family literacy differed in

some ways from that of the Director of Educational Planning, she did not fully implement the intent of the project as mapped out in the proposal and articulated by the Director of Educational Planning. With her early childhood education background, she felt well prepared to interpret the K-1 curriculum and had a wealth of ideas for doing so. However, her main interest in the project stayed focused on the children and on learning out of school. She reported that one of the primary reasons she accepted the position was because of her interest in the summer program when parents and children would be learning together. Her research questions during Phase 1, which reflected this interest, focused on understanding how parents and children interact while learning at home and whether and how they use what she taught them once they left the classroom. She articulated her concerns by explaining, "My question is then, how do I know what they're actually doing when they're at home...I have no way of really seeing that." She concentrated more on understanding and developing these interactions than on actually using what the children were doing in the classrooms as a basis for instruction.

Although many of the activities of one of her classes were based on material covered in the K-1 curriculum, the curriculum had at least three sources: the K-1 curriculum, the expressed interests of parents (which were not always related to the curriculum), and her own frameworks for adult literacy instruction. While drawing from these three sources was consistent with the proposal, working from a general understanding of the curriculum rather than specifically drawing on the work of the children and teachers in the kindergarten and first grade was not. After some initially frustrating experiences trying to work with kindergarten and first grade teachers, she saw little point in pursuing this relationship because she felt equipped to inject the curriculum with concepts from the K-1 curriculum without their help. Because of her strong early childhood education background, time constraints and lack of support due to the absence of a Family Literacy Coordinator during much of Phase 1 to develop these interactions, she was unable to follow through on suggestions made to find ways to collaborate with the

schools' teachers. Given her own understanding of the model, she believed that except for a few specifics, their input was unnecessary. Consequently, although she covered many concepts from the K-1 curriculum, they did not necessarily correlate specifically with what the children were doing in school.

She noted that sometimes there was a tension between her understanding of her job -- to relate all of the work of the class to the K-1 curriculum--and her understanding of her students' needs and interests. She explained that when she pushed herself to address the former, "sometimes it doesn't feel very organic." This teacher felt a conflict between mirroring the curriculum and her strong desire to be responsive to her students' interests and not impose her (or the project's) agenda. Therefore, when learners in her other class resisted activities which attempted to link their learning with their children's development, rather than try to figure out how to accomplish this goal by alternative means she tended to back down. The other teacher basically refused to adopt the mirroring concept for her class altogether. She did not believe that this was what her students wanted or needed. She provided basic literacy instruction that used some materials focused on parenting and talked some about ways that parents could function as teachers of their children, but she was unfamiliar with the K-1 curriculum and did not meet with K-1 teachers in her school or the other CFL teacher to discuss it. For her, family literacy seemed to be something of a trickle down affair. She seemed to feel that working with parents on their basic literacy skills would ultimately benefit the entire family. This is where she put her energies as a teacher.

The Schools

While the teachers had some difficulty buying into the curricular aspects of the model, the schools seemed to resist other parts of it. There are several examples of this. From the beginning, all of the schools objected to limiting recruitment to parents of K-1 children. One school in particular felt so strongly that all parents should be invited to participate that they sent fliers advertising the class to every parent in the school. While this decision was clearly motivated out of good intentions on the part of the school staff who

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wanted to make a good opportunity available to all parents, it seemed to imply that they did not see the educational importance of targeting parents of K-1 children. Nor did they seem to be concerned that it would present an added challenge to the teacher who would then be forced to attempt to integrate the K-1 curriculum and meet the needs of parents representing a broad age range of children. In some way, wanting to open up the class to all parents seemed to imply either disinterest or a lack of support for the mirroring concept. By creating an extra burden for the teachers, school staff was undermining the CFL staff's ability to implement the model. This was in spite of the fact that by participating in the application process, the schools had apparently demonstrated a commitment to it.

The schools also resisted by making it difficult for their teachers to meet with the CFL teacher working in their school. In order to closely mirror the curriculum, project planners had felt that a key to the success of the model would be for the children's and parent's teachers to work and plan together. Every school stated on their application that planning time would not be a problem, and yet very few meetings ever took place. There are many reasons why this may have happened, but at least one may have been that the principal and school staff did not feel they played a critical role in implementing the model. In several different conversations, school staff indicated a hope that program impact would include increasing parent involvement in the school. It is possible that they saw little connection between joint meetings with CFL staff and parent involvement and therefore had little investment in finding the extra time and energy these meetings would entail.

The Parents

The parents represented a range of attitudes when it came to buying into the model. At the Madison school, the parents or grandparents came to the class in part because they were interested in helping their child do better in school. At that school there was enthusiasm for the teacher's efforts to instill the curriculum with ideas drawn from the curriculum and little resistance to the model as it was presented (modified by the teacher as discussed above). At the Eisenhower School, parents clearly resisted the way in which the

class was pitched toward focusing on their children. Activities which the teacher found to be successful at Madison, often did not work at the latter school. "They don't want to talk about stuff around their children. I'm trying to figure out how to make this into a family literacy class," the teacher wondered and added, "there's not a lot of ability for me to do what the grant says--the K-1 carry over." She explained further by giving an example. On a day when she had planned an activity on ways parents can talk to their child's teacher, the students were very quiet and unresponsive until someone veered the conversation toward problems in the school and the neighborhood. "What came to me was that they just wanted to talk to each other and I was trying to direct the conversation and every time I did, it was like a foreign object coming in..."

In another example of the kind of resistance she encountered, she described a day when she used a poem from a family reading series to talk about reading to children, but the women wanted to talk about it in terms of their own reading. "They were very into it as poetry for themselves and they weren't looking at it as a poetry book they would be reading to their children. They were looking at it as them working on their own reading skills...They didn't want to talk about reading to their children. A lot of them probably don't feel comfortable thinking about reading to their children. It was another one of these things where I felt like I was saying this is my program and they were coming back to me saying, this isn't our program and then I get stuck." Also "I plan curriculum around the K-1 curriculum and then there's stuff that happens. The K-1 stuff feels like my agenda and the other stuff feels like theirs."

These two vignettes raise important questions about what can and is being accomplished in family literacy classes. In one sense parents working on their own reading may help them help their children with their literacy development (although we do not actually know this). In a broad sense, then, when a class helps adults who are parents develop their literacy skills it is possible to imagine in a trickle down image that family literacy issues are being addressed. A strength of the Family Literacy Demonstration

Project is that it accommodated the divergent attitudes toward the curriculum by allowing each class to shape itself. In this way,the parents and teachers helped the program move toward diverse definitions of family literacy based on their own specific contexts. However, when a program has a model that envisions family literacy as providing many different kinds of direct instruction, the teachers may feel caught in the middle. This is an example of how working toward a general vision of family literacy early in the program may have helped teachers comfortably make educationally sound decisions about the content of the curriculum without feeling torn between the students and the model.

4. Curriculum

Challenges and issues around the curriculum have been alluded to several times already. The ambiguity of the concept of "mirroring" the curriculum left a great deal of room for interpretation (and disagreement) among program staff. The Director of Educational Planning who was also the initiator of the program model was always clear that her concept of mirroring meant that the K-1 curriculum should be used as a "springboard" for the adult curriculum and that it could "provide an infinite number of possibilities." Recognizing the conflict between the learner-centered approach of the agency and planning classroom activities based on an external curriculum, she felt that classes could take into account the K-1 curriculum, a "generic" adult literacy curriculum, and the needs and interests of the learners as they came up throughout the life of the class. In reality, she believed these three streams would often overlap and that they need not represent contradictory curricular agendas.

The teachers, the parents and even she saw that this was easier said than done given the limited support available to the teachers who were not only struggling with balancing these three streams of instruction but were also dealing with the fact that they were new teachers. As noted above, the teachers felt that some learners resisted aspects of the curriculum that related to the K-1 curriculum. In an effort to help the teachers

accommodate the students' interests while still addressing the intent of the proposal, she pointed out in an evaluation team meeting that the task was not so much to teach child oriented tasks to adults, but to help them think about the learning process in a more conceptual way. "What we're doing to some extent is teaching parents to be teachers. A key piece is metacognition--becoming aware of how you learn and what your process is like. The more they can think of their process, the more they can think about the children's processes." While the the Director of Educational Planning often tried to point out ways that they could address the goal of mirroring the curriculum and the parents' needs and interests simultaneously, there were few opportunities for her to actually work with staff on implementation.

The question of what specifically the content of the curriculum should be was underlying many of the discussions among program staff as classroom activities were discussed. For example, in an interview early in the project, one of the teachers was describing a wide array of reading, writing and math activities including working on budgets, writing family histories, reading poetry by African-American authors, discussing parenting issues such as discipline and time management, and writing research papers. When asked how she decided what she would focus on in class, she talked about the way the curriculum organically grew from student interests. She noted the difficulty of pre-planning activities that matched perfectly with the K-1 curriculum, but observed that most of what they had worked on to date could be related to something in the children's curriculum in some way.

The directionality of ideas for the curriculum was clearly two way--from the K-1 curriculum to the parent curriculum and vice-versa. This teacher in particular, with her early childhood education background, had a fluent understanding of the K-1 curriculum and could easily create many activities related to it. Likewise, when activities grew out of adults' ideas and interests, this teacher had enough familiarity with the curriculum and sophistication to see ways in which they connected to the K-1 curriculum and therefore felt

important, locating the class in the school was intended to create an opportunity for children's and parents' teachers to work together to create curriculum and learning opportunities that would be meaningful for both parents and children. There were several challenges that seemed to block these opportunities, however.

Relationship to other programs

Each school that applied was asked to describe the ways in which a family literacy program could support and enhance existing programs in their schools and what on-going parent involvement activities would support the project. In the case of two of the schools, programs which they identified as being supports to the family literacy program actually were impediments to recruitment. At one school a parenting and computer skills class was offered four days a week and paid parents a stipend to participate. At another school, a "supplementary program" at a local neighborhood center offered similar services (including a stipend). This school stated that "a family literacy project would enhance our existing programs and efforts to build self-esteem for our parents and foster parental involvement." Whether this hope was ever realized is unclear, but it did seem apparent that the family literacy project actually competed for students with both of these programs. The project also competed for the children's participation at the two schools where educational programs were offered during the summer. Although all three schools seemed to provide ideal opportunities for linking family literacy class participants with ongoing parent involvement activities, classroom assistance programs, and after school programs, connections were not made.

The capacity of schools to support an external program

As part of the application process, schools implicitly or explicitly agreed to participate in the project in a variety of ways: by envisioning integrated curriculum for parents and children, making at least one kindergarten and one first grade teacher available for weekly planning meetings with CFL staff, dedicating space and time in the computer resource room to the parent class, providing child care for non-school age children of

parent participants, and assisting in recruitment. Although all three schools selected as sites for the family literacy project indicated on their applications that they had the capacity, vision and ability to participate in all these critical features of the project, the schools failed to do so in a variety of ways. Rather than review this failure in specific detail, it may be more helpful to try to understand factors that might have contributed to the school staff's inability to fulfill its promises. One explanation has already been alluded to: resistance. We can probably assume schools resisted some parts of the model, but wanted the family literacy class at their school nonetheless. The capacity of the school to take on added burdens is also an issue.

There may always be some resistance to a model injected into a school if the school staff has little or no input into its design, as was the case here. However, even with little or no resistance and no matter how well-intentioned school staff is, adding extra responsibilities means adding extra burdens to teachers and administrators who already have more to do than they can handle. When people or organizations agree to do more when they are already stretched to the limit, something is going to suffer. For example, one of the CFL teachers described how hard it was to get the school teachers to focus their attentions on the family literacy classes, but was sympathetic to why this might be difficult. "I asked every teacher at Eisenhower and had a meeting with Madison teachers to get information and materials from their classrooms. I got a total of one thing from one teacher. Several of them reported verbally to me what they're doing, but I got no materials. They're all very nice and they're happy to tell what they're doing in passing if they have a few extra seconds, but that's it. I understand, though. I know what it's like to be a teacher. You have a million things to do."

In describing her role in the family literacy class at her school, one principal illustrated well the fact that there is only so much energy and person power within a school. According to the home and school coordinator at her school, the principal is held in high regard by the entire community. They both believed that the principal's support of the class

would be critical in both recruitment and retention. Consequently, the principal made an effort, almost every day, to greet the parents as they came to class or to stop in during class to show her support for their participation. She believed that the parents needed and wanted this kind of recognition and that she was a key ingredient in providing it.

The teacher of this class also noted that the home and school coordinator played an extremely active role in recruiting parents. Not only did she call every parent who came to an informational workshop to let them know when the class would begin and encourage them to participate, she also continued to recruit for the program throughout Phase 1 by speaking to many parents face to face when they picked up or dropped off their children at school. At times, she literally led parents to the classroom. The principal, the home and school coordinator and the teacher all agreed that these efforts had been well worth it. This class had the most consistent and largest attendance.

The problem, as the principal noted after the program was over, was that this effort was a tremendous draw on her own and the home and school coordinator's time. At a school that provides many special programs, the principal reported that she found herself picking and choosing among many projects that were calling out for her attention. She chose to prioritize the family literacy project, but this meant giving up resources for other demands. Not all schools can or will make these choices, nor did this principal feel she could continue expending the same level of energy for a prolonged period of time.

Divergent views on teaching and learning, reading and writing

Nickse (1990) points out that when different service providers link-up there is always a danger that they will provide contradictory messages to participants and that these contradictions can lead to less than cohesive provision of services. The entire project staff saw this as a real issue. They felt that typically their whole language approach to reading and writing, their constructivist approach to mathematics instruction and their emphasis on learner-centered instruction was offered in marked contrast to what they saw the school district teachers were providing for their students--a skills based and highly rote-oriented

learning context. They wondered how to handle the contradiction and what their role ought to be in dealing with it.

An example of how this dilemma played out is illustrated by how CFL viewed the children's homework. One of the two teachers collected homework assignments from K-1 teachers to get ideas of what parents would need to know to help their children at home. However, she described the assignments as "busy work" and wondered how she should treat this kind of work in the context of her class. She believed that "the kids aren't learning; they're learning how to succeed at mindless tasks. A lot of smart kids drop out because they don't want to put up with that and a whole lot of disrespect. [It's] interesting how women in class left school for these kinds of reasons and yet are terribly concerned that their children play along with the system (and do well)." While program staff felt uncomfortable condoning a lot of what the school teachers were doing, the staff agreed that it was important to parents that their children do well on homework tasks and that the class should not ignore this concern. They acknowledged that regardless of how little educational value the homework had, completing it successfully was an important part of how teachers assessed the children. Therefore it would be a disservice to the parents not to help them help their children with it. The Director of Educational Planning noted that supporting busy-work homework was one way that parents helped their children even though it was in apparent contradiction to CFL's view of good educational practice. "Getting the homework done right is the way [the parents] have to work the system." Still, the staff felt uncomfortable with, yet compelled to take a contradictory stand on children's learning by working on the children's homework with parents.

While trying to decide how to address the different approaches in the two learning contexts was a challenge, questions about the teacher's role became troubling when parents began complaining to one teacher about the way they or their children were treated by school staff. She reported that parents in both of her classes believed that many assignments and the grading system are often inane. Yet, they explained to her that they do

not want to complain to teachers because they are afraid this will have negative consequences for their children--they have observed that the school teachers often become defensive and angry when parents questions them and take it out on their children. In addition, when they make suggestions for improving the atmosphere and safety of the school, they are ignored. The teacher explained, "a lot of this is how do they become advocates for their children [without] putting them in confrontation with the school." The teacher saw herself as a guest in the school who was not in a position to "make waves." However, she also felt she needed to respond when the parents brought their problems to her. She found herself increasingly uncomfortable and unsure about what her role should be in helping the parents deal with their difficulties. On the one hand, she felt she should respond to what parents were telling her by working with them on effective ways to advocate for change in the schools. On the other hand, taking on this role seemed risky.

Because CFL has many classes in the District's schools and plans to continue to do so, it clearly had a stake in maintaining a good relationship with the schools. Staff realized that getting involved in problems between the parents and the school was a potential threat to that relationship. In addition supporting the parents who would be at some considerable risk of reprisal (indirectly through their children) if they became too aggressive in confronting the schools seemed unfair given the short time period CFL would be with them to help. The Director of Educational Planning voiced her ambivalence over the role CFL could and should play this way, "It would be irresponsible for us to recognize these issues and not open them up. I think it would be equally irresponsible to open them up knowing how volatile they are and how we're going to go away. Our interest [in working for change, making the school a better place for kids] is not nearly as high as the parents." As a way to mediate the teachers' discomfort and protect the school/program relationship, project staff talked about ways to stay neutral but still help the parents act as advocates for their children. They felt that a possible solution might be to connect parents with resources

by inviting parent and child advocacy groups to come speak to parents, but never did so. This issue was left unresolved.

Accountability

When external programs and schools link up, the relationship also raises questions about who is accountable to whom. In a semi-collaborative type relationship, it is unclear under what circumstance and how one organization can hold the other organization's "feet" to the fire. In this project there were problems on both sides in terms of not sticking to what was understood as to what services would be provided by whom. For example, as discussed above, none of the schools really made K-1 teachers available for weekly planning meetings. The Eisenhower School did not post fliers advertising the class despite repeated requests to do so. At this same school, when child care arrangements fell through, they did not work to find an alternative. In two of three schools, although a dedicated space was promised, there were conflicts over the availability and privacy of the room. While the schools disappointed the program in a number of ways, the program disappointed at least one school as well. When the decision was made to switch one of the teachers from Lincoln to Eisenhower after the recruitment workshop had already been held, and a second teacher had not yet been hired, a class scheduled to begin within a week suddenly could not start. Start-up was delayed by both the difficulty of hiring an appropriate staff person, and then by the schools' resistance to responding to telephone calls from CFL once a teacher was hired.

When difficulties arose between the program and the schools, there was no mechanism in place for working together to reach solutions or compromises. The question of who needed and wanted whom and under what circumstances was complicated. If CFL was a "guest" of the schools, the schools were doing the program a "favor" by allowing them to come into the schools and owed them relatively little. If CFL was doing the schools a "favor" by providing a no-cost class in their schools, then they apparently had an obligation to address promises they had made in their applications. While it would be nice

to think of the relationship as mutually beneficial (which it was), this became ambiguous when what was supposed to happen did not. Since there was little sense of shared ownership and no mechanism for building trust and working out problems as they arose, most issues around accountability and collaboration went unaddressed.

This project did not answer the question of whether schools are the ideal or even a good place to hold family literacy classes. While school sites provide opportunities to build strong programs, they can also detract from program intentions. Certainly placing the project in schools raised questions about what role schools can be expected to play given their limited resources. In addition, the diverse atmospheres in the schools discussed earlier points to the need to understand how a class held in the school will be received in the community. Perhaps most importantly, the fact that there was no mechanism in place for dealing with difficulties in the relationship between the schools and the program points to a need to develop structures for addressing both shared and non-shared concerns.

6. Staffing issues

Two primary challenges were made clear by the staffing issues which arose in this project. The first is deciding who should appropriately teach family literacy classes--what kinds of experience ought they bring to this job--the other is finding teachers who meet the selected criteria in a timely fashion.

The skills the two teachers brought to their jobs were viewed as true assets to the project. One teacher had a background in early childhood education, the other in community organizing. The former brought a good understanding of the K-1 curriculum, knowledge and understanding of early childhood learning issues and a strong interest in working with parents and children together. The latter teacher brought with her knowledge of the community in which she would teach, the experience of parenting a first grader and a shared ethnic background with her students. This was considered important for connecting

with parents who several members of the staff with previous experience in this neighborhood believed would be hard to reach.

While both teachers brought important skills and knowledge to their jobs, they were completely new to adult literacy. Neither was an experienced teacher. One had done an internship in an elementary school, the other had taught some creative arts workshops for adolescents. The project staff did have some experienced members: the first Family Literacy Coordinator, the Director of Educational Planning and the Program Evaluator all have several years of experience in the field. Because of the experience represented by these staff members, the program felt that it could adequately support inexperienced teachers. However, the project experienced great challenges in providing opportunities for inexperienced staff to learn from these experienced staff. The first project coordinator left early on and was replaced (after a nearly three month vacancy) with someone experienced in special education but also new to the field. It was one of the primary responsibilities of this position to support the teachers. However, with this position left vacant during the early months of the project, there were only limited opportunities for teachers to get help from other staff because this project represented only one part of their job responsibilities.

Both the original Family Literacy Coordinator and the first teacher hired agreed that the project would be best served by hiring a second teacher who had experience in the field. Although this may have been the ideal agreed upon by everybody, the applicant pool never turned up such a candidate, but instead yielded someone who really knew the community. The program was faced with trading off one type of experience with another. A similar trade-off occurred when the new Project Coordinator was hired. Given the fact that start-up of the third class was running seriously behind, and the Family Literacy Coordinator position had remained unfilled for some time, the choice to favor community knowledge and other skills over teaching and adult literacy experience was relatively easy to make. This type of trade off is symptomatic of a field in which there is only a small number of experienced professionals from which to draw. When few experienced applicants are

available to choose from, programs must then select candidates who bring alternative skills to the job. Given this circumstance, the program felt comfortable with the range of experiences and backgrounds that the project staff offered.

While the fact that the staff was inexperienced did not lessen the value of what they had to offer the project, it is possible that some difficulties and tensions encountered in implementing the project might have been eased had they been more experienced. Had the teaching staff needs for a great deal of basic assistance been less, the whole program staff may have been better able to focus on some the other challenges of the project. Even the evaluation got short shrift. Because the team meetings were the only opportunity for staff to meet and discuss the program, some of the original goals of the evaluation could not be met. It proved impossible to ask inexperienced teachers to add to their burden by involving them too deeply in the evaluation. Instead of the Program Evaluator facilitating and supporting their evaluation inquiries as planned, she frequently helped the teachers with questions about assessment, materials and teaching approaches. Inexperienced staff need a great deal of support, but programs often lack the resources to support them. Although trading off experience teaching in adult literacy programs with other skills contributed a great deal to the project, making that choice should have suggested reallocating resources to provide increased staff development.

III Outcomes

In a way, talking about outcomes is in itself another challenging issue that could have been included in the previous section. Without a clear focus on what the project was trying to accomplish, it is almost impossible to know whether the project was a "success." While there is substantial evidence to show there was a positive impact as a result of participating, it is difficult to say definitively that the project did or did not reach particular educational goals. Nickse (1990) points out that "when discussing or evaluating programs, we need to know which philosophy guides the development of the intervention used" (p.44). In further illustration of how relative the notion of program success is, she writes, "there is modest but growing evidence that programs 'work' depending on how success is defined" (p. 45).

Because the project staff was unable to reach consensus about how program success would be defined, the most important thing is to try to understand what happened from the point of view of participants. The parents who participated were unanimous in their good feelings about the program. They gave feedback about what they got out of it in several formats: class evaluations early in Phase 1, dialogue journals with the Program Evaluator throughout Phase 1, interviews at the end of Phase 1, and focus groups at the end of Phase 2.

Not surprisingly, given the diversity of approaches, topics and materials offered throughout the program, the adults saw the program as beneficial in diverse ways: it was helpful to them personally and also helpful in terms of their ability to academically help their children.

Outcomes for self:

- The class served as an educational refresher and/or as a reentry point for further education. The class made the possibility of entering training courses, GED classes or continuing general education more inviting. One adult said, "I learned to use my mind again for myself, and not just for the kids."

- The class taught new skills. In particular many students expressed their pleasure in learning how to use a computer and noted that using a word processor had had a very

positive impact on their writing. They were surprised at how much satisfaction they got from writing. "It feels good to be able to express my thoughts. It gives me more confidence," explained one student. Another reported that it was very helpful to return to something she had written and easily revise and correct it without having to recopy her work. Another said that working on a computer "improved writing skills, because of the capacity to readily correct errors and review writing before completion."

• Participating in the class encouraged people to read more. Students noted that being presented with a wide variety of interesting, readable books was a very important factor in completing novels and beginning to use libraries more. One student said, "It's a big surprise to me, but I'm getting into reading these books."

• The class had important social and personal benefits for some students. They expressed an appreciation for having an opportunity to make new acquaintances, share ideas and experiences about parenting with others. One parent told the group, "I love my class, coming to be here with you all." The class was also important in boosting people's self-confidence. Another parent observed, "I am not as shy as I was before I came into the class." Another noted that the class gave her "something to do and some place to go."

Outcomes related to children:

• Participating in the class meant that children saw significant adults in their lives taking school and school work seriously. Parents felt that their participation helped them to function as better role models for their children. They noted that their children liked seeing them go to school, do homework and read. The adults felt that their academic activities were helping to motivate their children. They were growing more willing and eager to do the same.

• The class helped parents brush up on skills they had learned in school, but had not been called upon to use until their children needed help with them. For example, fractions were an often cited skill in which many parents felt they had grown rusty. One parent said that many things were "coming back to me." Another observed that "my mind has been refreshed on learning fractions."

• Many parents commented that they had gotten new ideas and skills or simply felt more motivated to act as a parent/teacher. These included learning how to teach some "school" concepts such as measurement using real life experiences and objects, creating learning opportunities more systematically, seeing things from the child's perspective, and more confidently and competently helping children with homework. One parent said, "This class has taught me new methods and refreshed the old. Today I feel more confident that I can teach my children." Another wrote, "To help [my granddaughter] with her homework, sometimes when we get frustrated we will take a deep breath and walk away from the lessons for a few minutes."

• Parents also reported that they had gotten some new ideas about parenting. Several found a lesson on time management very memorable and instituted family schedules and routines which they consequently felt were very helpful. Others got ideas about being more patient and more open toward responding to children's questions. One mother reported that some of the techniques she had picked up make "spending time with your children more fun."

It is clear from this data that the parents who participated felt they got something out of the program. What this will actually mean in their own lives or the lives of the children in the long run is unknown.

Another way to think about outcomes or program impact is to think about who took advantage of the services provided, and for how long. In some ways the picture here is a little more discouraging. At each of the schools, the class seemed to recruit, in general, only those least in need of services or those who would be considered easy to reach. At the Madison School, the principal reported that not one of students' children was having problems in school. Although there was nothing wrong with their taking advantage of the class, if one of the anticipated outcomes of family literacy is that it will improve educational outcomes for children, there is little room for improvement under these circumstances. At the other two schools, most of the participants were already active at the school (or were friends or relatives of those active in the school). At Madison, the program was unable to draw in the poorest, lowest skilled and young parents, according to the principal. At the other two schools, the program had difficulty drawing in students at all and those that did come were already taking an active role in their children's education by getting involved in the school.

Although about 46 students attended class at least once, only 59% had 20 or more hours of class time during Phase 1 or 10 or more hours of class time during Phase 2. Nickse (1990) points out, and most others would agree, "expected program outcomes for families will differ depending on the number of contact hours participants receive" (p. 37). She seems to be implying that the fewer contact hours the less program impact can be expected. Fewer hours do not necessarily denote drop-out or failure, however. At least one student came with a very particular goal--to learn something about how American math is taught (she went to a British school as a child)--and felt that when she left the class to return to work, she had made significant progress toward that goal. The class met her needs and when she got a job, she felt satisfied that she could move on.

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All of the students were assessed using CFL's standard assessment procedure , but their scores* showed only modest gains. However, many of the outcomes that parents described above cannot be measured using CFL's reading/writing/math group assessment. For example, the assessment has no way to reflect an increased knowledge of ways to help children with homework, the acquisition of new ideas about parenting or a more highly developed sense of functioning as a role model for children. Children who participated in the summer program were not assessed, and the schools' reporting system for kindergarten and first graders makes it hard to gather impact data for them. But it is possible that here too, the measures that are in place could not capture the outcomes of program participation such as the visible pleasure the children had for learning or the enthusiasm with which they went to school every day during the summer phase of the program.

* At CFL students are assigned scores on a six-point scale using a scoring rubric on a number of different reading, writing and math measures.

IV Implications for Practice from The Family Literacy Demonstration Project

This demonstration project provided literacy education to parents and children in inner-city Philadelphia by addressing the needs of adults and by creating exciting learning opportunities in which several members of the family could participate. It also provided an excellent learning ground for program staff and thus indirectly for the wider field interested in providing family literacy services. Based on the challenges and issues the project encountered as well as the program outcomes, a number of implications for practice seem to be suggested.

Define family literacy - Develop a vision

When project planners and staff work together to reach decisions about what, specifically, they are hoping to accomplish in a family literacy project early in the life of the program, many other decisions should follow logically. These include how and where service should be provided, who the target for services is, what the content of the curriculum should be, what will count as progress/success, and what role the teacher can/should play in helping students look critically at and work to change specific conditions in their own or their children's lives. There should be a tight relationship between intent of the project and program processes, but this is only possible when staff engages in focused, consensus-building decision making before and during the life of the project. This is not to say that all decisions about the program need be made in advance of implementation. In fact, a vision of the project and day-to-day realities of implementation ought to build on each other in a dynamic and ongoing way.

Develop shared understanding of the model

Once program staff have made some decisions about what they are trying to accomplish and how, they should continue to work together to develop a shared understanding of how the model can be implemented. As the project progresses, students ought to be brought into this process (if they were not already involved during the planning

phase), as should other stakeholders such as staff members of collaborating programs. Shared understandings can develop when individuals are engaged in substantive and concrete discussions about program processes, curriculum, program evaluation, recruitment and retention issues, and assessment concerns. Opportunities for staff and others to meet and talk in this way need to be built into the structure of the program.

Work toward an understanding of the context

Before deciding on the location of family literacy classes, the program should work to develop a good understanding of the context of potential sites. Questions which it might want to address through preliminary conversations, interviews and meetings could focus on understanding the community, the needs of potential students, and the relationship between the community and the physical location of the class. For example, initial discussions with community members and professionals in the area could investigate what programs already exist in the community and in what ways they would be able to work together or be forced to compete, who would be most likely to have access to this class by virtue of when it is offered and where, what the pressing concerns are in the community, and what the relationship is like between the community and the site host. Answers to these questions may help to eliminate some contexts from consideration. More importantly, however, knowing as much as possible about a context can assist program staff in at least two ways. First, the more staff know about the community in which they will work, the better they can address the needs of those they are hoping to serve. Second, gathering as much information as possible about the relationships, history and politics of a community can help project staff avoid the typical pitfalls of walking blindly into a complicated social structure. No context can be truly understood by an outsider, especially early on in the process. However, work in this direction can be very helpful.

Build a sense of shared ownership among participating organizations

Although not all family literacy programs will involve a linkage between two or more organizations, many will. Collaborations of any sort require care and maintenance to

function well and endure. An important element in this process is to develop a sense of shared ownership even if one organization has primary responsibility for providing services. Trust can develop when mechanisms for communication and problem solving are put in place and implemented. One possibility for building shared ownership is to work together to develop projects in which everybody feels a stake. This kind of collaborative work can be a challenge when one or more participating organizations has limited capacity to participate or when organizations do not share a vision of what they are trying to accomplish. Before linking relationships are made, realistic assessments of these issues should be done. It is probably better, whenever possible, to decide to end (or not pursue) an initial relationship with an organization whose resources are so limited or visions are so divergent as to rule out shared ownership than to live with a non-functional or tense relationship throughout the life of the program.

Develop models based on expressed needs

A program model needs to take into account the diverse needs, interests and experiences of the learners it seeks to serve. While a model is meant to provide structure to a program, project developers who build a model will always walk a tightrope between providing flexibility and creating a structure. When decisions are made to build particular elements into the model as a given, every effort should be made to assure that they are relevant and appropriate to the learners they are meant to serve. Often times the only way this goal can be accomplished is to bring community members and potential learners into the process of planning or to develop projects which grow out of expressed needs in communities. Without this type of bottom-up participation, program models always face the possibility of not meeting the needs of those it intended to serve.

Develop appropriate assessment tools

One of the obstacles to discussing the outcomes of this project was that there were no assessment tools in place which focussed, in particular, on understanding and documenting what family literacy looks like and what growth or progress can or should

look like. If family literacy provides educational outcomes distinctively different from other adult literacy classes, then assessment procedures ought to reflect these differences. Obviously there is a strong relationship here between a vision of what family literacy is aiming to accomplish and assessment. Developing appropriate assessment tools could be an excellent opportunity to involve learners and other stakeholders in the process of envisioning, planning and implementing the program.

Provide meaningful structures for ongoing staff support

Whether staff is experienced or inexperienced, and regardless of the skills and backgrounds they bring with them to their work, they need meaningful opportunities to discuss and develop ways to use what they bring to their jobs to their best advantage. For example, a staff person with rich experience in early childhood education, needs input, advice and opportunities to investigate what she sees as the challenge and opportunity of working with adults. One way to facilitate this process is to provide time for staff to meet together on a regular basis to discuss their practice, perspectives and experiences. When individuals work collaboratively in a group to integrate new knowledge into existing understandings, others in the group will benefit as ideas, questions and concerns are shared and addressed in a communal atmosphere of inquiry and learning. While a participatory evaluation approach can provide some of these opportunities, it should not be the only chance for staff to come together. Even though program evaluation, staff development and program development should function in interrelated ways, no one of these tasks can properly address the challenges of the others. Separate and distinct time needs to be provided to address each of these program needs.

V Conclusion

Implementing the Family Literacy Demonstration Project uncovered many complex and complicated challenges and issues. While many of these were difficult to address, the project successfully demonstrated an ability to provide a high level of service to parents and children. There were several mechanisms for alleviating difficulties. Some difficulties were addressed as a result of a caring and committed staff or by virtue of receiving feedback through the evaluation process. For example, when parents resisted the mirrored curriculum at Eisenhower, the teacher made a concerted effort to be responsive to their expressed needs. While this class did not necessarily reflect the intentions of the project planners, it did achieve positive outcomes. Other difficulties were alleviated during Phase 2. For example, because the relationship between the school and the program was greatly diminished during the summer, there was less tension and fewer difficult questions with which the teachers had to cope. In addition, the project staff was able to clearly articulate the goals for the summer part of the project. Consequently there was a great deal of enthusiasm on the part of staff and students for what was achieved during this phase. In other areas, solutions to problems were harder to find. Family literacy is a complex field with multiple visions, agendas, stakeholders, and approaches. Programs such as the Family Literacy Demonstration Project play a valuable role in clarifying what family literacy services can and should seek to achieve.

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Attachments

Student Writings

Final Evaluation Report

Letter from School District of Philadelphia, Office of Assessment

Parents, Children and Learning

Request for Proposals

Outreach Materials

Workshop Plan

Student Writings

Mar. 29, 1993
5673 Diamond St
Phila, Pa 19131

Dear Alisa,

Since I have started studying in this class, I can help my granddaughter much more with her home work. Now she is starting fractions and I'm working with fractions alongside her, and I'm understanding fraction over again which I had forgotten so much of it.

I study longer with her and I like keeping her more on her lessons, before for I started the class for parents I just said to myself that this is something that I don't want to do at my age.

But since I'm learning Math reading, writing and studing I've learned that it is for the both of us.

Love
Beatrice Grant

Child Ideas

7-5-1973

I like to see some math reading and sharing information writing

---

Reading

math + - ×

5 LaToya Hester

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Lea Grant

I would like to
study Math and Writ.

1. Fractions
2. Subtracting fracti.
3 Writing Eassy

Grandchild
Shiccola - Time tables
Dayshaan - learning ABC

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DORIS 7/13/93

What are the Kids Learning

I think that for one thing they are learning how to share with one another for example one little girl came over to the table where my grandson and I was painting, She said I want to paint and took the paints & the brush & started to walk away I didn't say anything but just looked at her and it was as if she had remember something that she had been told before, she turned and put them back And then asked if he was finished and he said yes. so she took them & left

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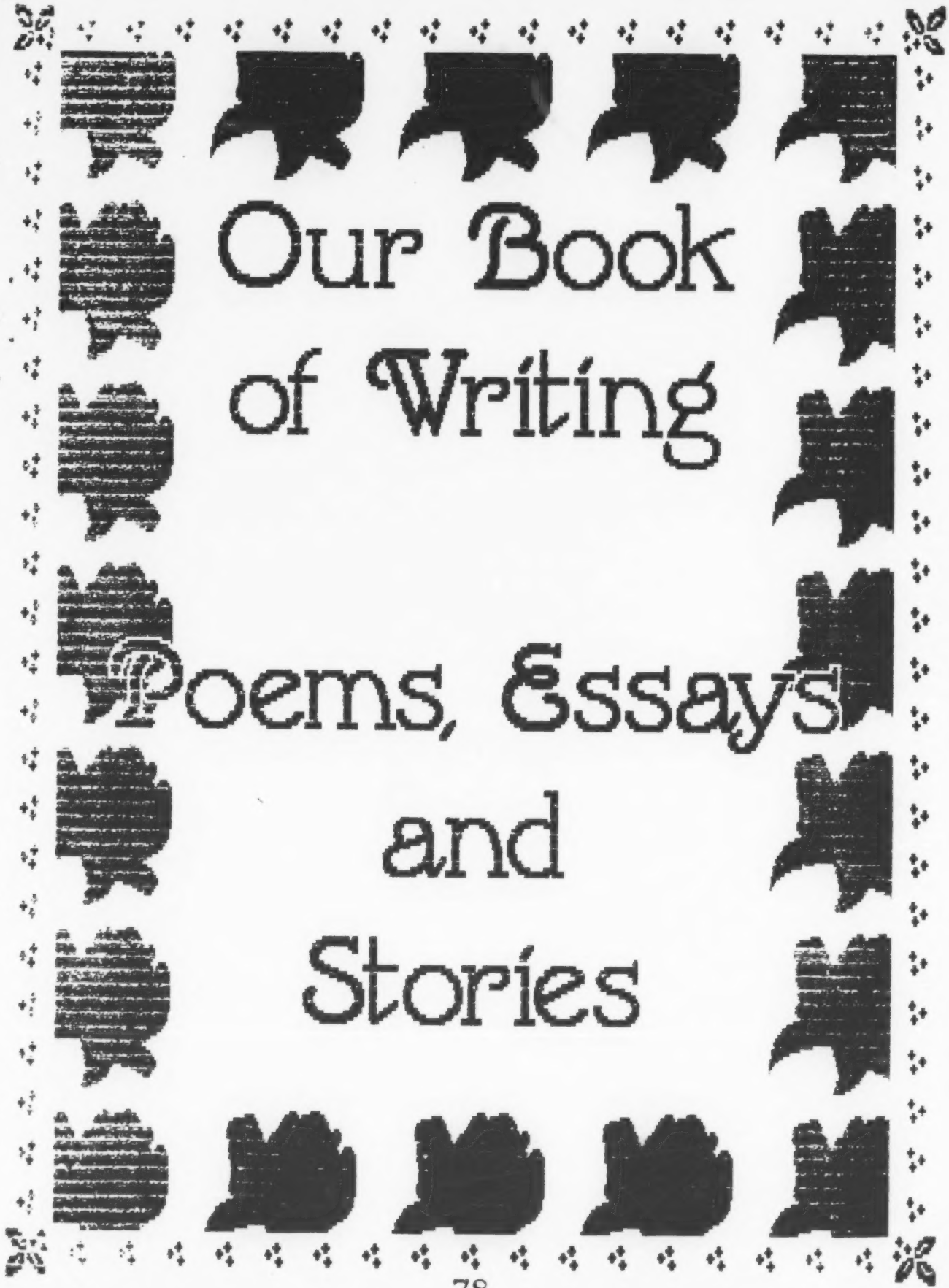

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MY SENSES

EYES THAT CAN SEE
BUT THAT CAN NOT TOUCH
NOSE THAT CAN SMELL
BUT CAN NOT FEEL
LIPS THAT CAN SPEAK
BUT CAN NOT HEAR
EARS THAT CAN HEAR
BUT CAN NOT CRY
HANDS THAT CAN HOLD
BUT CAN NOT ?
WHAT WOULD LIFE BE WITHOUT THESE SENSES.

by chris cole

TIME

TIME TO SAVE
TIME TO GO
TIME TO SLEEP

TIME GOES SO FAST THAT WE CAN'T SEE IT.

TIME TO WORK
TIME TO PLAY
TIME TO CRY AWAY THIS TIME OF DAY.

WHAT TIME DO I HAVE FOR ME
TIME , TIME WHERE THE TIME.
by chris cole

LUCKY TUESDAY

By Aleja Thomas

It was Tuesday, the sixth of April. I was home sitting and thinking and straightening up. I sat and I was thinking about how I had no money, and I was thinking how I counldn't get the kids nothing for Easter. I was thinking about my friend I was missing. I was also thinking about my kids and how I wanted them to see their father.

All of a sudden a knock came at the door. It was my girl friend. She gave me ten dollars in food stamps and ten dollars in money. I said,"Oh, you don't know how much I needed this! I don't know when I can pay you back." She said, "Don't worry about it, you pay me when you can."
My girlfriend and I talked alittle. Then she left. I was thinking about how to spend the money. I was thinking again and all of a sudden another knock came at the door.

It was Bush, my neighbor from next door. He said, "My mother has these clothes, and she wanted to know if your kids could use them." In with all the clothes was a pin stripe suit and a sweater. I gave them to the boys and it fit good.

There was a another knock at the door it was my kids' father . I asked him did he bring the baby he said, "Yes." I played with the baby for a while, then we went to the park. They played basketball. I played with the baby, then they stopped playing ball. He let the kids the drive the car. Dewayne went first. He drove like he's been driving his whole life. Me and his brother were laughing at him. It was so funny. Then it was Alphonso's turn, so his dad got in the car with him and Alphonso drove off. Then we went home and their dad left.

I sat and started to think again. It was getting dark. The phone rang. It was my friend. I said, "I am glad you called because I was coming to your job." He said, "No you aint!" I said, "Come over here." And he did. That was the end of my luck day!

The Agony of War

Long ago in 1949 there was a boy whose name was Billy. He Always wanted to be a cowboy . He would always try to be ruff and tuff when the kids would try to pick on him , he would run and hide. Until one day he got his Father's gun and then he stood up to them. From that day on people were scared of him. As he got older he would make friends with the same kids that would pick on him. One day Billy met a girl and they got married. A few years later they had two chidren a boy and a girl , their names was Peter and Jean . Jean was a year older then Peter , It was hard times for them . The war came and Peter's father went off to fight the war and Mother went to work to make ends meet to take care of Peter and Jean .As time went on the war was gettin worse and the children were gettin bigger . Billy came home from the war with a limb missing . THe wife and children are glad to see him but they know one of his arms was missing ,they started to cry , and he said , be glad that I came home .This is the price we pay to keep our lands free from those who want to take it from us. A few years later the war ended, the men came home . Billy and his family tried to forget the war but Billy could not forget . The men he became friends with all died and he would have nightmares about them .Mary the wife was trying to understand but it was hard for her , for a while she was at war , she had her own war at home trying to raising two children and put meat on the table . The children had no trouble understanding what has happened. For they were proud of him .At night daddy would make up stories of the war and the children would ask questions about it . After a time the children stopped wanting to hear about it . They were in High school now and they were in there third year . Mary and Billy were happy but Billy would still have a hard time at night. But life must go on .

By Christine Cole

DOLLY'S EXCITING ADVENTURE

DATE: Summer, 1993

Once upon a time there was a girl named Dolly. She lived on a dark road. It was the year 2000 and it was a dark and rainy night in summer. She was wearing a hot passion red dress and had no umbrella. She had no shoes, she was barefoot.

It was raining so hard she was soaked and her dress was clinging to her body. She was running slowly down the street taking a walk in the rain. And then she stopped because she heard something. She looked up and there was a bat. She started to run faster and then she started to slow down because she didn't hear the bat anymore. She stopped and turned around and there was a tall man in a cape. She saw he was nicely built. She stared at him and saw that he looked like Robert Redford.

She stared into his eyes and he was hypnotizing her. She started walking toward him. He threw his cape over her and started hugging and kissing her. She moved her neck and he just bit it. It felt good. She moaned softly, "Aaaahhhh." She fell and he caught her in his arms and carried her away to his big black castle.

Inside of the castle there was a shiny marble floor, and there were spiral steps. He took Dolly into his room and laid her in a pink canopy bed with lace. Dolly was in a daze but she could still see everything around her. There were lit candles all around the room. There was a big window with beautiful curtains looking over the stormy ocean.
Outside the front door there was a white fluffy wolf dog that came in the room and jumped on her. It turned into the man with the cape that she fell in love with forever & ever the end.

Written by Aleja Thomas

By Sandra Stanley

The Little Visitors

I'm fortunate to have little children to visit my home. Their ages range from three to six. The visit could last an hour or all day.

These little visitors ring the door bell like it was an emergency, with lots of noise. They storm into the house, speak and began to check out everything. They run through the house, push my children, jump on the furniture, stick their fingers in your food and beg for something to drink. After that, they want to go up stairs to the bathroom, but only to stop off at all the bedrooms moving and picking up things.

These little visitors act like they never had any home training (but we know better) and when you speak to them about the things you don't like, they usually smile and say, "Okay, Aunt Sandy."

You may ask, why do you allow this? Because I'm available and I get paid. My advice to the reader, if you are thinking about caring for a child, here are some tips. Set rules for them to follow and enforce them. If you don't handle it carefully, it can break you down physically and mentally. There's always some frustration in everything we do, but if we enjoy what we are doing, it's all worth it.

OUR NEW PET

One cold snowy winter day my sister found a mouse in the street. She felt sorry for him in the cold, so she picked it up and took it home. Elizabeth put it in her pocket to keep it warm and dry.

When she got home she asked mom to guess what she had in her pocket. Mom was guessing all kinds of silly things. Mom said birds, kittens, puppies, every thing but a mouse. Mom said, "I give up. Please tell me what you have." My sister told her, then mom got an old fish tank for the mouse. He would get out of the tank, but he always found his way back home.

We had the mouse for about two years. The mouse got sick and mom took him to the veterinarian. After he examined the mouse, he had bad news. The mouse had cancer and had a few months to live.

The mouse died a month later. Dad was out of town because his father had died. When he came back, we had a funeral for the mouse. The mouse had a nice burial at the Lakes. We were all sad, but we had known that we could not make him better so it was alright.

By
Frances Denise Washington Horne
1993

MY RECIPE FOR SHEPERD PIE

1 LB. GROUND CHUCK BEEF
1 CHOPPED GREEN PEPPER AND RED PEPPER
1 CHOPPED ONION
1 CAN CORN
1 CAN WHOLE TOMATO
SHREDDED CHEESE

MIX THE GROUND CHUCK, GREEN PEPPER, ONION, RED PEPPER.
BOIL THE CORN AND DRAIN CORN.
FRY ALL THESE TOGETHER.
DRAIN THE TOMATOES AND BREAK IT UP INTO THE GROUND CHUCK.
THEN MAKE THE MASH POTATOES.
THEN GET THE SKILLET PAN.
SPREAD THE POTATOES IN THE PAN FIRST,
THEN THE MEAT AND CHEESE,
THEN MORE POTATOES.
LAYER THEM LIKE A PIE IN A BAKING PAN.

THEN PUT IT IN THE OVEN.
BAKE AT 350 FOR 1/2 HOUR.

by Alexa Thomas

FRENCH LACE COOKIES
By Chris Cole

Preheat oven to 400 degrees.

Add these ingredients in a seperate bowl:

1 cup flour
Half a cup of crushed walnuts

Mix these ingredients in a pot on a medium flame:

Half a cup of Crisco shortening

Half a cup of packed brown sugar

Half a cup of caramel syrup, light or dark

Mix the ingredients until they are liquid.

Take the liquid ingredients and mix into the dry ingredients in bowl.

Place four to six teaspoons of batter onto a 9x12 cookie sheet about four or five inches apart. They must be spaced out so they don't blend together.

Bake for five minutes.

Let cool for four minutes. Remove from cookie sheet and put on flat surface.

They'll be MMMMMMMMMmmmmmmm good!

Lack of Confidence With a Newborn Baby

It was a Sunday afternoon in the spring of 1983, when I came home from the hospital with my first child, a boy. We named him Brendan.

My mother had planned to stay at home with me for a week but cancelled out at the last minute due to illness. I was all alone with this child and I began to get a little frustrated.

My son had diarrhea all night long. In just a few hours, he had exhausted my supply of diapers and soiled most of his clothing. I began to panic because even though we had a portable washer, we had no dryer. At first I thought that this child would have to sleep in wet clothing, but fortunately for us, there was a gift package given to us when I was leaving the hospital. I decided to check it and there were a few Pampers in there. Thank God for small favors. I finally began to feel better and then I tried to settle in for the night.

The next day, my girlfriend came over to visit, that made me feel even better. She offered to do some shopping for me, I gladly accepted. Her kindness gave me an opportunity to get some of the babies' neccessities to prepare for future events such as the one encountered the previous night.

By Andrea Jordan

MY FIRST CHILD

The birth of my first child was a scary experience for me only because I didn't know what labor was.I was laying on the sofa when it started. All I can say is that I kept running to the bathroom. I thought I had to move my bowels so I took an Exlax. The pains started getting worse so I went to the bathroom again and I sat on the toilet and began to push.

Within 15 minutes I pushed out my 5lb 10 oz. beautiful daughter. I was afraid because she fell in the toilet so I took her out and called 911. The rescue wagon took 45 minutes to get there. Her daddy was there too, but he wasn't any help because every time I called him he ran out the front door.

I just sat there until help came. When the rescue people got there, they cut the navel cord. They wrapped my baby up in a blanket and took her downstairs. Then they put me on a stretcher and carried me downstairs head first. I thought they were going to drop me, but I made it to the hospital.

I had my baby at 12:42 p.m when we got to the hospital it was after 3:00 pm. And all my worries were over. My baby was fine and so was I. When I got her home it was very easy for me, because I was always watching my nieces and nephews so I knew how to handle my baby with no problem.

And this is my story about the birth of my first child, Lillian Alexis Andrews, born March 20th, 1977.

Written by her Mother
Gail Andrews

MY FOUR SONS

First we have my oldest son, his name is Tyrik, he's 8 yrs old. His birthday is April 22,1984. Tyrik is a very charming person when he wants to be, and a bright child. He wants to be the boss of everybody because he's the oldest. He thinks that he's the man of the house. He's good in school when he wants to be. He loves to play basketball, football and he can really dance. Every time I take the children out to a party everybody wants Tyrik to dance, and he'll say I dance for money, and everybody would laugh. He wants to be a basketball player or a policeman. Tyrik says that when he grows up he's going to buy me a house and a car.

Next we have my next to oldest son. His name is Sahleem, he is 5 yrs old. His birthday is June 3,1987. Sahleem, is stubborn at times. When something don't go his way he gets an instant attitude. Sahleem is a very bright child for his age. Last year in pre-school, he knew how to spell his whole name, he knew how to say the days of the month and he also knew how to write his name, address and phone number. Sahleem loves Ninja Turtles. He likes to ride his bike and he's very shy at times. Sahleem wants to be a Fireman or a Doctor when he grows up. He also loves to watch the 9-1-1 program.

Next we have Rasheem. He's 3 yrs old. His birthday is Jan 3, 1990. Rasheem, is very little for his age. He likes to watch Barney and Sesame Street. He cries to go to school everyday when he sees Tyrik and Sahleem going to school. Rasheem also likes Ninja Turtles too. He is so sweet, and loves to go out to play. He loves to ride in cars. Rasheem, follows behind Sahleem, he does everything that Sahleem does I don't know what he wants to be when he grows up. Rasheem doesn't talk very much yet. He loves to watch T.V, and he tries to read books to me. Rasheem is just nice, he loves to share things with other children.

Last we have my baby: His name is Malik he's 11 months old. His birthday is May 6,1992. Malik is now trying to walk and gets into everything. He gets off the chair by himself, he stays in the bottom of my kitchen cabinet and plays with my pots and pans. Malik doesn't like to get in his walker any more. He likes to ride Rasheem's bike, and he can ride it very well. Malik looks like a little girl, he has a head full of hair, he wears it in a pony tail. His hair is too thin to braid, so I put it in a pony tail. Malik is very sweet and always wants me to pick him up. He has four teeth. I don't know what he wants to be, but I'm sure he'll grow up to be someone.

Well that is the end of my story of My Four Sons, whom I love very much.

Written By Karen Keys

All About My Son, Tyrone Eddie Rowland

All about my baby, My son Tyrone. He's very beautiful very smart and very intelligent. He loves to talk, he enjoys playing with other children. He loves to watch cartoons and watch T.V laying under me. He loves to play in the snow and make snowballs. He's six years old weighs 56 pounds, eats like a horse. He loves to play games, but more than anything he loves to be hugged and cooed to like a little baby. He can be very stubborn at times and does not want to listen when it gets like that then it's time to chastise him. He can be very loving like when he wakes up and gives me a kiss every morning, and tell's me good morning mommy. He loves to talk and play with his grandmom, and grandfather. I can never have 5 minutes to myself without seeing what he's up to. But what happens good or bad he's still my baby and I love him truly and dearly.

By Deborah Lynn Colter

MY GRANDSON

The happy little boy's name is Dayshaan. He is a good little boy.He likes to play. He likes candy. He likes it, but he eats too much. He likes to go outside to play with the big boys because they play football, but I tell him that he is too small to play with the big boys.

Dayshaan never gets tired of playing outside. When I call him inside, oh boy he begins to cry, but if his favorite cartoon is on then he becomes very happy. I am Mrs Beatrice Grant. I am Dayshaan's grandmother. His sister's name is Shiccola and his younger sister's name is Diamond. They like him very much.

Now he has started to learn his A B C's and he likes that because he likes reading, but once you read him a story he likes to read it back to you by looking at the pictures.

Sometimes he does things that are bad, but I tell him that he is not bad - he just likes to do bad things. Well he does not like to share his toys or his treats, but he is a nice little boy. He likes to speak to policemen and firemen.

Written by Beatrice Grant

THIS IS A STORY ABOUT MY OLDEST GRANDDAUGHTER. HER NAME IS SHICCOLA.

Shiccola is a very good friend to me. We have a few secrets. Sometimes I put things away in our secret little hiding place in the house, which is very good. But sometimes I forget where I put things. Shiccola likes to be responsible for being the little lady around the house that knows something special that her sister Diamond and her brother Dayshaan don't know.

I like to give her special projects. One thing for her to do is to keep the plants watered on the week ends. She likes to tidy up the house. Shiccola is a special little girl to me.

Now don't get me wrong, because she is not always willing to help to do all the things that she is asked to do. I would like for her to try harder in home responsiblities. Shiccola is very interested in learning.She likes studying in books. She likes writing, coloring, writing stories, reading and teaching what she knows to her brother Dayshaan and her sister Diamond.

This story is written by her grandmother Bea Grant.

Sandra Stanley's Memories

Sandra Stanley was born at Philadelphia General Hospital. Her Mother was born in Philadelphia; Her father in Columbia, S.Carolina. Her Grandmother was born N. Carolina, and her Grandfather in Columbia S. Carolina.

At the age of two, she went to live with her grandmother. She raised her as a daugther, never like a grandchild. She lived in the Richard Allen Apartments, and her best friend was Diane. They played together just about everday. Her great grandmother lived with her for three years. When she died it was a sad memory for her.

The game she remembers playing as a child is Hide and Seek. To play the game you get all the kids on the block, 10-15 the more the better. Then one person counts and the rest hide. The song she sang as a child is "Jesus Loves Me."

Francis Washington Horne's Oral History

Francis Washington-Horne was born in Philadelphia, Pennsylvania at Philadelphia General Hospital. She weighed in at ten pounds, five ounces. Her mother was born in Camden, New Jersey and her father was born in Richmond, Va. Both grandparents were born in Richmond, Virginia.

Francis was from a large family. There were eight children, five girls and three boys. She was the third child to be born. Her happiest memory of her childhood was when her stepfather would take them to the amusement park. Her saddest memory was when her cat died. He was hit by a car.

Francis's family played many games. Some of these games were for example: hopscotch, chutes and ladders, dress-up, and toss the shoes which was their favorite.

DORIS ALSTON'S MEMORIES

I was born in Jacksonville, Florida. We had a single ranch type home built by my father and my uncle. I can remember this house like it was yesterday. You walked up the concrete walkway. There were two trees on each side of the walkway. There were hedges on the other side of the trees.

On the front porch was netting to keep out the mosquitoes and flies. The house was surrounded by land. There were 2 brothers and 3 sisters. I was the baby. I got in everybody's way.

My grandmother on my father side was born in,Thomasville, Georgia on a plantation. They lived on the plantation. My grandmother was a cook and a maid. My grandfather was a logger, he cleared forests. My grandmother on my mother's side was also a cook on a plantation in Florida. My grandfather also worked on the same plantation, My parents both were born in Thomasville, Georgia.

They both were around working in fields. After the birth of the last child, we moved to a town called Palatka, Florida. My father got a job at a Coco Cola plant.

When I was younger I used to come up to Philly to visit my aunt. She has twin boys. She wanted a girl so bad. I would spend the whole summer with them. They treated me real speciai and the best part is that the twins were not even jealous. We had the best time. We went everywhere and did everything.

The sad part of my childhood was coming back home and my mother telling me that my grandmother had passed. I was so hurt. It took me the longest time to get over that. My grandmother and I were very close my mother said that she did not want to tell me because she did not want to spoil my vacation.

When I was growing up we played a lot of crazy games like little Sally Walker. "LITTIE SALLY WALKER, SITTING IN A SAUCER - Rise Sally rise. Wipe your dirty eyes. Turn to the east, turn to the west turn to the very ones that you like the best! Now put your hands on your hips and let your back bone shake. Now shake it to the east, now shake it to the west, now shake it to the very one that you like the best! There was also a song that I liked to sing. It went like this, "JESUS LOVES ME - this I know, for the bible tells me so. Little ones from Him belong. They are weak but He is strong. Yes Jesus loves me, yes JESUS LOVES ME, Yes Jesus loves me for the bible tells me so."

I really enjoyed my childhood.

THE SOUTH

The South is a place that I know. My grandparents lived there. It is a place where many things are grown. Things like corn, cotton, tobaco, cane, potatoes and beans. There are many things grown in the South. In the country it rains very hard. All things grow very well. My house beside the road had things growing like flowers around it. In the morning you can hear the birds sing. And it was nice to take walk in the South.

I saw there corn fields growing. You can see farms growing there, and there are sheep, cows, goats, pigs, chickens. In the day the sun shines very hot. Morning was cool. In the afternoon the sun was very hot and work grew harder. People learned to understand that. And the sun got hotter. And the days were long. And then came the fall. I liked very much to pick cotton. It was fun.

The people looked to be very happy in the South. The mocking bird sang well. All the butterflies were very pretty. They were all colors. All the family was happy to see the butterflies in garden. There was a snake in the garden. When it rained, it turned cool. When they planted the field the crop was very green. They grew cotton and in the spring all the farmers go to work. They worked too in the fall. The farmers plowed the farm the horse pulled the plow. They heard the July flies and the birds sing. They picked the cotton for the cotton mill. All the rows got picked and weighed for cotton mills. Then it was seeded for the factory. The cotton season was in the month of September, October, and November.

By Shelby Hill

Andrea Jordan's Life Story

Born Andrea Atkins in Barbados, a small Island in the Carribean in 1956, she is an only child. She was raised by her aunt and grandmother because her mother was a single parent and she was working all the time. Andrea's mother was also born Barbadosas was her grandmother. They were also farmers. Her mother was from a very big family - seven sisters and two brothers.

When Andrea was growing up there were not very many children in the district, about 3 children and the rest were adults, Her aunt was very protective of her. She didn't let Andrea go outside to play with the other children. When she played the kids came to her house, and they jumped rope and played cricket.

Andrea's happiest day was when she got her first Christmas tree. Her mother took her out to get a branch of acasaunine tree. Her sad memory was when her grandmother died.

The game she liked to play was cricket. It's a game almost like baseball only you use bat, a ball, and 3 sticks to play. To play the game you have 2 people and when you are without a partner the game is over.

The song she remembers singing when she was little is "Paul's Little Hen, Paul's Little Hen, Run away from the the barn yard. Run down the hillside and into the dale. Paul hurried after him but down into the branches there stood a fox with along bushy tail. "Cluck Cluck Cluck!" cried the poor little creature. But he cried in vain. Paul made a spring for him, but could not save him.Now I shall never go home again.

This is the oral history of Andrea Jordan. Written by Bea Grant.

Memories of Ms. Beatrice Grant

Beatrice Grant, affectionately called Bea, was born in North Carolina. She was one of five children. There were three sisters and one brother.

Bea and her siblings grew up on a farm. They grew all types of fruits and vegetables and also raised livestock for food.

Her dad died when Bea was just a little girl, approximately four years of age. She does not remember them very well only that her mother was a kind and beautiful lady and her dad a very friendly man.

Bea was especially attracted to the outdoors. She liked climbing trees and playing with her cousins who were very special to her. They played Jacks together and enjoyed going to school. She was involved in all kinds of school activities. As a child, Bea played marbles and jumped rope. Playing Jacks was somewhat interesting, in that the equipment used was not very costly. They used small stones, twelve of them to be exact. She threw one stone up and then tried to scoop up all the remaining stones before the one previously thrown up fell.

The saddest day of her life was when her dad died. It was a very upsetting time for her especially when she noticed the effect it had on her mother. Her mother cried constantly.

Bea's mother also died at a young age. She was only a teenager at the time of that event.

Bea liked to sing as a child. She especially remembered a song she sang at church every Sunday, 'The Old Rugged Cross' The song went like this, "On a hill far away, stood an old rugged cross, the emblem of suffering and shame....."

Sandra Stanley

My Grandma's Cooking

My grandmother's name was Adell. She was born in Columbia, South Carolina. Her family called her Ada for short. There were eight children in her family.

Ada's father had died when she was nine years old. Money was very short . Her mother had to work. This decision caused her to drop out of school.

Ada's grandmother would help out occasionally. She taught Ada how to cook. As years went by, she had to prepare breakfast, lunch, dinner and also raise the children.

My grandmother became a great cook. She cooked and cleaned for the "White Folks" in the south. Ada married Mr. Rubin Davis, and a son was born. Later, they moved north to Philadelphia, Pa. She continued doing the same things.

Ada's first employment in Philadelphia was with a Jewish family, the Kahns. They were pleased with her work. For one of their holidays, she decided to prepare fried chicken, greens, sweet potatoes, macaroni and cheese, potato salad, some Jewishes dishes, and her great sweet rolls. Soon after that she was getting calls all the time to host dinning parties.

My dream is to become a great cook like her.

A Memory of My Mother

BY DEBRA MITCHELL

When I was a little girl my mother read to me. I remember her reading the ABC's. I would look forward to her spending this time with me. This would make me feel so good in side .

I would go to bed at night with all that I had remembered about the story my mother had read to me. This is how I learned my ABC's. I feel this has made me learn that reading to children is important. I feel that reading to children will make them enjoy reading.

My children love to read when they come home from school. My children like to read Curious George books. My son likes scary stories. My daughter likes to read picture books. She also loves to look at the different colors in the book.

My son Levi is so bright that he can read almost any book. My daughter Christina is bright also. She is as smart as Levi. Starlena, she on the other hand loves to just look at the pictures in the book. By looking at the pictures she can understand what the pictures are saying.

I feel that reading to your children will make them better readers in school. I feel this will help all children.

MY DREAM

It all started with this scott terrior dog whom someone threw into the sewer drain. Years later people were throwing toxic waste down the drain so the dog became half human, half dog, and he came halfway up from the the sewer and pointed his long nailed finger at this man, who was 6 blocks up the street, and then a bolt of lightning came and snatched him underground. When he returned he was like a zombie like everyone else. But constantly we were still running - me and this crazy man, and a man by the name of the running man. Me and him were the last 2 left on earth, that were running to survive.

What I feel about this dream is that the one that pointed his finger at the man, was the big man who started putting drugs on the streets, and bringing all the people down under the sewer to stay high and lifeless with him, the more people he gets, the stronger and the richer he gets, and the poorer we get, and the more of us dies from drugs.

Years ago, When the drug man came my way, I should have ran away like the running man did but I did not. So now I have to get help from the councelers and the doctors. But you have the chance to be like the running man. AND SAY NO AND AND RUN AWAY. And warn your parents about the drug pushers in your neighborhood.

From A Concerned Parent

Leaving Twenty

At twenty-nine and thirty pounding hard at the door, I find myself depressed a lot, worrying about getting older. My p.m.s. appears to be getting worse. I have little desire for fun activities, such as going to the movies, or out to dinner.

I am faced with great insecurites. I haven't had a completement from a male in a long time. I have sort of lost interest in femine things. Such as going to the hairdresser, putting on pretty dresses, sexy night-gowns and pretty panties. The average place to meet men is at the weekend hang-outs. I don't go to these places. And the men at church are most time married. My hope is starting to sink. I could probably get a mate, but I want a responsible mate - mature, caring, loving, and working .

Three days a week I excercize for an hour, trying hard to tighten up my stomach muscles, buttocks, thighs and trim my waist. I've stopped using sugar, salt, and have given up all junk foods, like chocolate juniors and sour cream potato chips. I say, I do this to get healthy, but I know deep inside I want to have a attractive body as well as a brain.

Although I don't like my appearance and my body shape and I will be thirty in fifty-three days. I realize that I can change the situation. But I really have good qualities going for myself. I am independent, motivated, secure in Jesus and many people love me. So if I should not achieve these desires and lose my marrying concerns, I know that I am still a very important person.

Dear Damon,

Life for me ain't been know bed of roses. It's had thorns and buds in it too. But what I am saying to you is - Make something out of your life so it won't be so hard.

You being my only son I expect more from you than your sisters. I don't want to make it hard on you, but I don't want you to grow up like your father and me with a ninth grade education and no jobs. I have always told you to be better then we were.

So son this is my letter to you.

With all my love,
MOM

In The Snow
by Shelby Hill

It is cold in the snow .
And the sun don't shine .
Snow flakes are falling.

And as I walk it is wet and cold
for the wind blows hard.

The people are talking and laughing in the cold.
Wind and snow are blowing from the sky.

The children run and play in white snow in the winter.

Snow flakes are falling and the children are playing with sled riding and snowballs.
And the snow men all melts.

Winter waits for spring to come.
And they hear the birds sing.
And they know spring is coming.
All the snowdrop flowers came for spring.
And all the people and the children were happy because it was spring.

The children walk to church.
And hear the birds sing.

It was spring.
Glad to hear the birds sing.

The Children Of Today

The Children Of Today, are very, very, special in every kind of way.

Some are weak.
Some are strong.
Some don't know right from wrong.

Some suffer in the brains.
Some suffer of the pain ,
Of the pain, we put them through, from the drugs we shouldn't do.

Our children should be able to play and have fun,
But not be victims of cross fires and guns.

Learning and getting a good Education is what they need,
by climbing to the ladder to success to succeed.

Written By Karen Keys

SELMA JONES KEYS
(June 3,1988)

MOM

It's time to say good-bye for now

I had my second time around,but before you go there's something I'd like to say

Everythings not what it seems

There's a stronger force behind the scene

See! Mom you know that you're a part of me,

And somewhere I'm inside of you

So how can I say that this love is over

I feel the hurt and pain because you're away

There were four generations of love on her face

SHE WAS WISE

NO SUPRISE

PAST HER EYES

Now I wanna say that I"ll see her in that great resting place

WRITTEN BY KAREN KEYS TO MY WONDERFUL MOM

The Saddest Days of My Life
by Linda Robinson

I went to school with Michille, my daughter and then I stayed all day in her room, so I could work at the school. The teacher was not in the room with me. I told the kids about their reading and spelling. And then the teacher called me and said for me to go. I went home. Michelle's aunt called me and said that Michelle's grandmother is very very sick. So I went to see her. So I told her stories about Sam and Chico my other daughters at the home, but she was very sick. I felt so sorry for her . When I went home my mom called me and said that she was sick too. I didn't know what to do. Michelle's grandmother was sick and my mother was sick too. I'm reading the book How It Feels When a Parent Dies.

We had good times, me and my mother, but not today. Me and Michelle's grandmother we had good times together. I would like to see her. She ended up in the hospital and my mother ended up dying a few weeks after.

MY LIFE

I was born in PHILADELPHIA, PENNSYLVANIA on December 28, 1959. I have two sisters and one brother who died at birth. My happy memory of growing up was when my Daddy and I would go food shopping.

My sad memory of growing up was on the night my dad died. He went to NEW YORK, and wanted me to go with him but mommy said no. I was eight years old.

I can remember playing HIDE & SEEK when I was growing up. The song I remember is one that my mother used to sing to me, "You are My Sunshine."

By Gail Andrews

ON MOTHERS DAY TO MY MOM FROM TYRIK JOHNSON

On MOTHER'S Day I Like to say
Thanks to my mom in a special way
Cause when my feelings get hurt,or I scrape my knee
My mom's always there to take care of me
And if I wake up in the night or if I've had some kind of fright
My mom always come to hug me tight
And she makes everything feel just right
So it's not only cause she works so hard
That I give my mom a gift or a card
I tell her she's great and I love her a lot
Cause she's the best mom and friend that I've got

Written BY Tyrik Johnson

"My House Hold"

By Sheila Herbert

I, Sheila have two children. One is 15 years old and the other is 7 months . My older daughter Sabrina is not doing very well in school. She is having trouble with some girls at her school. The other girl said Sabrina thinks she is cute. I have to go up to the school for Sabrina 3 times in one month. Sabrina is doing fine in school now, she is bringing her marks up in school. Sabrina is now the class president in her class. Sabrina goes to the R. W. Brown school to get some help with her work so she can pass her grades. I am very happy that Sabrina is gradvating.

My other daugther Bria is trying to walk now. She will be 8 months the 23 of May. Bria is cutting teeth now. Bria is a good baby to me, but I do not want no more because having babies is too much trouble.

What is a mother to do? Her job is never done. I cook and clean and wash clothes. My daugther Sabrina cleans her room up and she does the dishes and the bathroom. Sabrina loves music, and she loves to sing. I hope one day she will be a star.

GUNS , VIOLENCE AND SAFETY

Some people believe that it should be illegal for citizens to possess a hand gun, but I totally disgree with that. I feel that every household should have and own a hand gun. There is too much violence in the world today not only in the street, but in the homes as well. I think that it is a shame that we are living in a time when society thinks more of their pets than a human life. You are afraid to go out of your own home without thinking that someone is watching you. You drive alone in your car, hoping that no one tries to take it or your belongings.

My thought about a solution to the problem is to stop being so lenient with these criminals. If they break the law, then they must let the time fit the crime. They say that the prisons are over crowded - so build more prisons. They can build everything else without a problem. Let the city need a baseball stadium, and just see how fast they get the money. I will never be able to understand how this can be allowed to happen in this great United States of America.

By Doris Alston

VACATION

As I sit on my balcony over looking the water and trees this thought came to mind.

I would like to go on a vacation far, far away to a place that is beautiful - full of grace, peace and happiness. A place that is full of adventure. A place that is magnificent for the eyes to see.

A vacation where I can spend more time with my family and my spouse, where we can enjoy life on life's terms because life is so short.

A vacation to get away and relax, to have fun and laugh, to reflect on one's self. Just for a peace of mind so that I can understand myself better and understand the world for what it has to offer.

A vacation just to travel to places where I have never been as a child so I can share it with my family. And some day my children can do the same thing with their family too.

by GAIL ANDREWS 1993

THE PROS AND CONS OF PARENTING

When I was single, I thought about having four children, two boys and two girls. When my sweety proposed to me, the only thing I thought about was fun, travelling, having a very nice apartment, new car and more fun. Children never entered my mind. Three months after we were married, I was pregnant. Now I was forced to think about children.

Now, seventeen years later, I can tell you the negative things about being a parent. You must be responsible for the care of your children whether you feel like it or not. There's little or no privacy and you never have enough money or time for yourself. There is less intimacy with your spouse. You spend less money on yourself for clothes, going to the hair salon, taking trips. Also, there is less freedom to go out. There is never enough time in a day to finish everything.

But wait, there's hope after all! Here are some positive things about being a parent. You will get the chance to teach this beautiful baby how to speak, eat, walk, make faces, play and use the potty. There are also special events only shared by people with children, such as experiencing his first day of school, his senior prom and attending his graduation. There is always someone to hug and kiss other than your hushand. You will treasure receiving your first Mother's Day card with his hand print and his words, "You are the Greatest, I love you". Children can sense when you are sad or sick. They probably will give you a bunch of wild flowers. One of the most exciting experiences is to take your son to a barber shop or your daughter to a hair dresser for her first curls. You will share in their tears and joys. Lastly, you will always have someone to visit you on holidays.

If I were to do it all over again, I would have finshed my college education first before marrying. My advice to young girls today is to complete your high school education and go on to college. Try to follow your dreams before you have children or get married.

by S.L. STANLEY

Being a Parent

I am a parent of eight children. There are a lot of good things about being a parent. You can mold a child's life. Parenting is a never ending job. There are always responsiblities. Some of them are solving fights, teaching them things that you have learned, and helping them make the right decisions.

The bad things about being a parent are: dealing with bad behavior and disciplining your children when they are wrong. I hate to beat my children, but there times that you have to. Making time for each child sometimes is hard, but I try. Having so many children takes a lot of time. Most of my time goes to doing for them. I find myself not doing for myself, and not spending the time with my husband.

If I had to do it over again, I would not get married at a young age and I wouldn't have so many children. I would have gone to college and had a career. I would have done all that I wanted - travel, have a house and my own car. Then I would think about getting married. I would probably have just two children, a girl and a boy. I would have gone to college and had a career and did all that I wanted to do. You give up so much having children at a young age. You give up your freedom to enjoy the things that young people do - going to school, movies and just going out with your friends.

By Frances Washington Horne

MY OPINION ON HOW SCHOOLS SHOULD DISCIPLINE CHILDREN
BY DORIS L. ALSTON

IN MY OPINION discipline should begin at home not in the classroom. But I think that a teacher should be able to discipline a child if he or she is acting in a unruly manner or being just plain bad. The teacher can use punishment or force, but not extreme force.

I had a problem with my youngest daughter when she was in kindergarten. There was a teacher there that did not like my older daughter and took it out on her. She snatched and shook her and let her go. She fell and hit her back on the fence, it could have been her head .

I think that parents and teachers should get together with head of the board and have a meeting and get some new rules and bylaws as to what and how far a teacher is allowed to go to raise or help raise their children.

I feel that there should be a room set aside called the disciplinary room, and if a child goes in that room three times or more then the parents should find another school to put him in. I don't think that a few kids should be allowed to make it bad for the rest.

MEN & WOMEN

Men & Women were made the same in my opinion. I feel as though anything a man can do so can a woman and anything a woman can do so can a man. Men aren't proven to be better than women and women aren't proven to be better than men. The man makes the babies and the woman has the babies, but still men and women are the same in my opinion.

I feel it's harder to be a woman because we have to raise the children when the man can leave when ever he wants to. I know from life experience what a man can do. I have three children by the same man. With my first child he was there until she was about 3 years old. Then he left. And two years later he came back. And what do you think happened? Well I got pregnant with my son and this time he left when my son was only six months old. Ok, now again two years later he came back and with in three months I was pregnant with my third child. She was four years old when he walked out for good. So no one can tell me about men & women because that's something I know all about.

My advice to young women of today is sex isn't every thing because we as women have it harder then men. So just say no! And if you do have sex, just practice safe sex, by using birth control pills or have your mate use a condom.

BY GAIL ANDREWS 1993

My Wonderful Birthday

May 19th, was my birthday, it fell on a Wednesday. On that day these are the things I did: The first thing I did was I went to school. Everyone said happy birthday to me. Then after that I went to my next class. My teacher Mrs. Smith hugged me and told me happy birthday. She told the class to say happy birthday to Ms. Thomas and they did. Some of them hugged me. Then I went to Mrs. Jenkins class room. Everyone sang happy birthday to me. They had me sing how old am I so, I did.

After that I went home and took a shower. My sister called and wished me a happy birthday by singing to me. She told me to call my brother. I called but he was not home. When I was getting ready to get in the shower the phone rang. It was my twin brother. He told me he had a new suit but no shoes. So I asked him what size he wore. He said '' A size ten '' I said, "My kids wear a size ten.'' So I told him I will came over. So I went over. There I waited for him to get dressed. As I waited for him I ate a fried turkey wing.

After that we left to go to my cousin's house. My cousin Terrence made a big pot of beef stew. I ate two bowls of it . After that my cousin Sylvia called on the phone from her job to sing happy birthday to me again. So I sat to talk to my cousin for a little while. After that I called Lorenzo on the phone to ask his mother could I come over. She said yes. So I did.

So I got there and I talked to his mom and grandmother. Lorenzo was not home yet. He went to the store. When he came in he was happy to see me. He asked me do I want to go to the movies. I said , ''yes.'' So he went to change his clothes. After he changed his clothes, we went to the movies to see Indecent Proposal. After the movies we went to the Ritz for Reggae Night. After that we went home. Thats when he told me he got me where he wants me to be - with him on my birthday. That was my wonderful birthday present from Lorenzo, my baby. My teacher told me we will go to dinner next week for my birthday so when Tuesday came she took me to the Spaghetti Warehouse the 25th of May.

signed,

Dolly

copyright 1993

BEST COPY AVAILABLE

Some One

Someone Sweet

Someone Kind

Someone always on my mind

Someone right

Someone wrong

Someone always on my door

Someone Sweet

Someone Kind

Someone always seems so fine

Someone right

Someone wrong

Someone always seems so bored

Is this someone You !
Yes it is me.

The End.

Bernadette Rayford

LOVE

Love is a beautiful thing
Love can be a wonderful dream
Love can be blind
Love can be weak
Love can be strong
Love can be neat
Love can make you cry
Love can hurt if someone die
Love is the flowers and trees
Love is the stars and bees
Love is from head to toe
Love is everywhere you go
Love is love to be
Love is love to me
Written By Karen Keys

Letter from School District of Philadelphia, Office of Assessment

THE SCHOOL DISTRICT OF PHILADELPHIA
BOARD OF EDUCATION
21ST STREET S. OF THE PARKWAY
PHILADELPHIA, PENNSYLVANIA 19103-1099

OFFICE OF ASSESSMENT

TELEPHONE (215) 299-7788

December 23, 1993

Lilian S. Dorka, Acting Interim Director
National Institute for Adult Literacy
800 Connecticut Avenue, N W, Suite 200
Washington, D.C. 20202-7560

Dear Ms. Dorka:

Throughout the Center for Literacy's National Institute for Literacy grant, Family Literacy Demonstration Project, staff from the Center for Literacy and the Office of Assessment of the School District of Philadelphia have worked together to determine the types of data available and useful for evaluating this project. We determined that attendance data were available for the following comparisons:

--Attendance for children whose parents were in this project, both before and during their parents participation

--Attendance for children whose parents participated in other CFL Family Literacy Programs

--Attendance for children in other Schoolwide Project Schools

--Attendance for children in the same schools and same grades as those in CFL's programs, but whose parents were not participants

Unfortunately, due to technical difficulties, we have not yet been able to complete the needed printouts to make the above comparisons. We will, however, be able to provide the data to the CFL in January. They will then be able to examine and

Request for Proposals

Center
For
Literacy

October 28, 1992

Dear

The Center For Literacy, in conjunction with the School District of Philadelphia, is honored to be the recipient of a major grant from the National Institute of Literacy to develop a Family Literacy Demonstration Project. We are confident that the ardent support of Constance E. Clayton for this project has strengthened our capacity to make it possible for parents and children in the City of Philadelphia to participate in an innovative partnership between our two organizations.

To initiate the project, we are seeking your support and collaboration to implement the process of selecting Schoolwide Project Schools in your district for participation in the project. We would value your assistance in sharing this opportunity with principals at an upcoming meeting in your district.

We have developed the enclosed Request For Proposal which we will disseminate to all ninety-seven Schoolwide Project Schools in the district. We plan to send these questionnaires to the schools by November 10, 1992. If you have any concerns, please feel free to communicate them to us by November 9, 1992, so that we can make any necessary adjustments.

In collaboration with the Office of Categorical Programs, we have developed a point value system to determine the ranking of schools in the selection process. On November 30, 1992, the Center For Literacy, the Office of Categorical Programs and the Office of Schoolwide Programs will select the three schools which will become the sites for the project.

We look forward to building our relationship with your district by affording parents and children the opportunity to learn and grow together.

Sincerely,

Attachments

636 SOUTH 48th STREET / PHILADELPHIA / PA / 19143 / (215) 474-1235

Center for Literacy
School District of Philadelphia
National Institute for Literacy
Family Literacy Demonstration Project

PROJECT SUMMARY

The Center for Literacy, the nation's largest community based adult literacy organization and the School District of Philadelphia, with funding from the National Institute for Literacy will develop a family literacy demonstration project which will 1.) produce a set of curriculum materials for parents and children to use in learning together that mirrors kindergarten and first grade curriculum; 2.) provide adult literacy instruction to forty-five parents of kindergarten and first graders, fifteen in each of three Philadelphia public schools; and 3.) study the effectiveness of family literacy service delivery and establish evaluation techniques for family literacy programs.

The start up phase of the project will include a process of competitive school selection, curriculum development, outreach and staffing. The instructional program will take place in two distinct phases. Phase 1 of the project will consist of six months of adult basic education for parents. Instruction in parents' classes will integrate the themes being taught in kindergarten and first grade. Phase II of the project will consist of a five week summer program with classroom instruction and field trips targeted to both children and parents. During both phases computers will be used extensively because they are an especially effective tool in adults' and children's learning.

The program's impact on participants and on their children will be evaluated. Comparisons of data obtained on the children, including grades and attendance, will be made with children at the same school and grade levels whose parents are not participating in adult education programs and with children of parents participating in other CFL school or Head Start-based adult literacy classes. This data will be a valuable contribution to the existing research base on the effectiveness of various types of family literacy programs.

A formative evaluation will also be conducted to provide other indicators of program effectiveness. Interviews with children's and parents' teachers and with the parents themselves will yield valuable measures of the impact of parent education on children including evaluations of the development of children's cognitive, language and social skills.

Curriculum materials developed during the project, especially those developed for use with parents and children during the summer session, will be available for distribution. These materials will provide resources for parents to help their children to master the standardized kindergarten and first grade curricula.

Center for Literacy
School District of Philadelphia
National Institute for Literacy
Family Literacy Demonstration Project

Submitted by:

School: _____ Location No: _____

Address: _____

_____

Regional District: _____

Principal: _____

Kindergarten: _____
Teacher

First grade : _____
Teacher

Principal's Signature: _____ Date : _____

Instructions:

1. This cover page must be signed by the principal.

2. All applications must be received by Monday, November 30, 1992. Please submit them to:

   Jo Ann Weinberger
   Executive Director
   The Center for Literacy
   636 S. 48th Street
   Philadelphia, PA 19143.

3. Schools selected to participate in this project will be notified by December 7, 1992.

Center for Literacy
School District of Philadelphia
National Institute for Literacy
Family Literacy Demonstration Project

REQUEST FOR PROPOSAL

In order for the project to function effectively, the following program prerequisites have been identified:

A. Classroom space for the adult education class to be held for two-and-a-half hours, four days per week. The room should be well lit, quiet and have furniture appropriate for use by adults. This space should be available during the school year and during the five week summer session.

B. Use of the school's computer facilities by adult learners on a regularly scheduled basis for one hour per week.

C. A demonstrated need for a family literacy program.

D. A willingness to support the program through recruiting parents, sharing resources and participating in planning.

1. Describe ways in which a family literacy project like this one can support and enhance existing programs in your school.
(10 points)

2. What parent involvement activities are on-going at your school that might support the family literacy project?
(5 points)

3. How would you envision integrating a curriculum for parents and children?
(10 points)

4. How would you inform staff about this project, e.g., have CFL teacher address staff at a faculty meeting.
(5 points)

5. Will the kindergarten and first grade teachers be available for one hour per week for planning with the Center for Literacy teacher? _____ Describe how this would work.
(10 points)

6. Do you have any other experiences with school based family literacy programs?
If yes, please describe your experiences.
(5 points)

7. Would the classroom space be available 8:45 - 11:15 _____;
12:15 - 2:45_____; Either of these times _____; Other times (specify)
_____ ?
(5 points)

8. Child care may be an impediment to some parents' participation in this program. Do you have any resources or any support you can offer for child care of younger children while parents are in class?
(10 points)

9. Do you have computers that would be available to parents? ____
How many? For what period of time would they be available? For home or school use?
Describe how you think computers would enrich this project.
(10 points)

10. What do you think will be the best ways to recruit parents for this project?
What role are you willing to play in recruitment?
(10 points)

11. Do you have any other comments or is there any relevant information about your school that will help us in the selection process?
(Use additional pages if necessary.)
(5 points)

Outreach Materials

Please Come to a Parent Workshop !

Find Out About a New Class in Adult Education at the Mann School

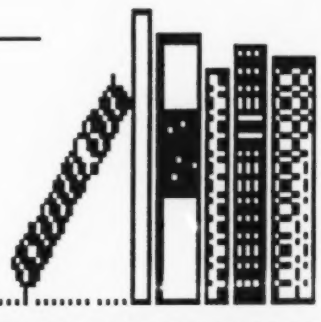
DATE: January 12th
TIME: 9:00 - 10:30 A.M.
LOCATION: The Mann School

If you are interested, please fill out the form below. Cut along the dotted line, and have your child bring this bottom part into school tomorrow. Thank you!

Your Name: _____

Child's Name: _____

Child's Grade: _____



Sponsored by The Center For Literacy
The National Institute for Literacy
and the School District of Philadelphia

Please Come to a Parent Workshop !

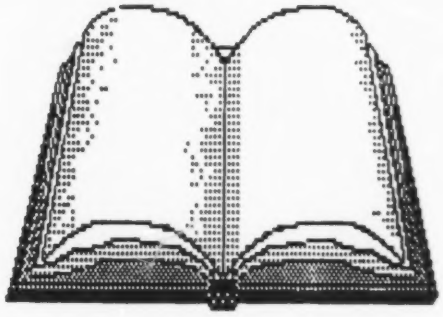
Find Out About a New Class in Adult Education at the Dick School

DATE: January 14th
TIME: 9:00 - 10:30 A.M.
LOCATION: The Dick School

* * * \

ADULT EDUCATION CLASS

at the Mann School



- Learn How to Improve Your Children's Reading, Writing and Math Skills
- Come to a Parent and Child Summer Camp at the Mann School, summer of 1993
- Receive Children's Books and Enjoy Weekend Outings
- Improve Your Math, Reading and Writing Skills
- Find out about Job Opportunities and Community Resources
- Learn How to Use Computers

CONTACT MS. PEARSON, SCHOOL COMMUNITY COORDINATOR , FOR INFORMATION 581-5616

The Mann School, 54th and Berks Street, Ms. Bryan, Principal

Sponsored by The Center For Literacy, The Philadelphia School District and The National Institute for Literacy

Center
For
Literacy

Dear

Thank you for your interest in the parent class at the Mann School. We will be starting class on Tuesday, January 19th from 12:15 until 2:45. We will meet in room 201. Child care will be provided.

I look forward to welcoming you to the class!

Sincerely,

Roslyn Don
Family Literacy Teacher

636 SOUTH 48th STREET / PHILADELPHIA / PA / 19143 / (215) 474-1235

Center
For
Literacy
25 years of neighbors learning with neighbors.

636 South 48th Street
Philadelphia, PA
19143-2035
(215) 474-1-CFL

April 12, 1993

Dear Kearny Teachers,

The Adult Education Class will be holding a **workshop** for all Kearny **parents** this **Wednesday, April 14th** at **9:00** in the **auditorium**. We really need your help in getting these flyers out and spreading the word to parents.

At the workshop, parents will learn about **reading** and **math activities to do with their families**. They will also learn about **child care assistance** for any parents who join our adult education class.

Please help us by sending these **flyers** home today with your students and by **stressing their importance**.

Thank you,

Roslyn Don

Roslyn Don
Family Literacy Teacher
Room 305 A

A copy of CFL's official registration and financial information may be obtained from the Pennsylvania Department of State by calling toll free, within PA, 1-800-732-0999. Registration does not imply endorsement.

Come join us
for a
Family Reading
and
Family Math
Workshop

Find out about
Child Care
and
Transportation Assistance
for Parents

All parents welcome

Kearny Elementary School
6th and Fairmount

Wednesday
April 14th
9:00 - 11:30

Find out about the adult eduction class at Kearny.

Dear Kindergarten and First Grade Teachers,

This July, The Mann School in partnership with the Center For Literacy will be having a Family Learning Summer Camp which will offer parent-child learning activities and field trips. In June we will hand out fliers for you to give out to parents of your students.

The Family Learning Summer Camp will focus on enriching kindergarten and first grade concepts and skills. We would like to have your in put on the creation of our summer curriculum. Please list below five skills and/or concepts that you would like to see your students practice during the summer. Please Return this form to Ms. Pearson's box - c/o Roslyn Don, Room 209, as soon as possible.

Thank you for your cooperation,

Roslyn Don
Family Literacy Teacher

I would like my students to review and practice the following skills and concepts:

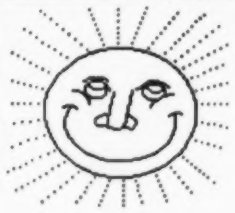
1.

2.

3.

4.

5.



Family Learning Summer Camp

July 6th to July 29th

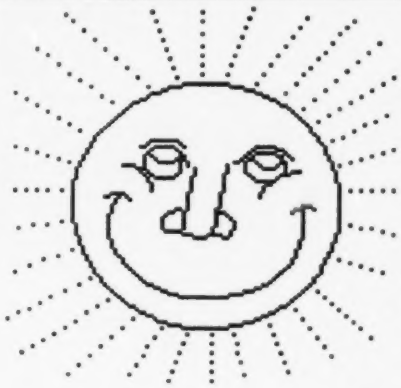
daily schedule

Mondays, Tuesdays, Wednesdays at Mann School

12:00-1:00	Parent Child Learning Activities
1:00-1:30	Snack & Story Time
1:30-2:30	- Parents discussion and class time - Children organized play period

Thursdays - Field Trips

Date	Place	depart	return
July 8	Camden Aquarium	9:30	1:45
July 15	Please Touch Museum	10:15	1:00
July 22	Merry Mead Farm	9:30	1:00
July 29	Recreation Station & Closing	10:00	1:30



Family Learning Summer Camp

July 6th to July 29th

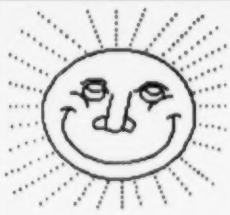
8:45 - 11:15 a.m.
at the Kearny School
Monday through Thursday

Parent Child Learning Activities

&

Field Trips

Registration:



Family Learning Summer Camp

July 6th to July 29th

daily schedule

Mondays, Tuesdays, Wednesdays at Kearny School

8:45-9:45	Parent Child Learning Activities
9:45-10:15	Snack & Story Time
10:15-11:15	- Parents discussion and class time
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Thursdays - Field Trips

Date	Place	depart	return
July 8	Camden Aquarium	9:30	1:45
July 15	Please Touch Museum	10:30	1:00
July 22	Merry Mead Farm	9:30	1:00
July 29	Recreation Station & Closing	10:00	1:30

FAMILY LEARNING SUMMER CAMP

Registration Form

Your Name _____

Your Address _____

_____

Number of children you want to register _____

Grade

Names & ages of children _____ _____

_____ _____

_____ _____

_____ _____

Emergency contact number _____

Any medical restrictions of parent or child:

_____

_____

_____

What days you might miss: _____

_____

_____

What is the Family Summer Learning Camp?

The Family Learning Summer Camp is designed for parents and their children attending kindergarten through second grade. Everyday we will have activities for both parents and children to do together.

Workshop Plan

FAMILY LITERACY - MATH, READING AND WRITING SKILLS THROUGH EXPLORATION OF SHAPES

By Roslyn Don, Family Literacy Educator at the Center for Literacy

Copyright, Center for Literacy, January 1993
These ideas will be part of a Center for Literacy curriculum on family literacy funded by the National Institute for Literacy.

Resources: Shapes, Shapes, Shapes by Tana Hoban

Learn Together, a Center for Literacy Packet

Family Math, J. Stenmark, V. Thompson and
R. Cossey, UC Berkeley, 1986.
Lawrence Hall of Science
University of California
Berkeley, CA 94720
ATT: FAMILY MATH

Family Reading. E. Goldsmith and R. Handel
New Readers Press, 1990
Box 131, Syracuse, N.Y. 13210

1) Read Shapes, Shapes, Shapes - Role model how parents can use the book with children. Find shapes with children in photographs. Discuss the objects and their shapes.

2) Go over Learn Together activities - pages one through nine

Do one sheet a day. Each day have parents talk about experience of doing activity - problems, observations, surprises. Discuss what they think their children learned. Have them write about the experience in their journals.

3) Other Family Activities with Shapes:

*Shape Clowns - Make faces using geometric shapes cut from construction paper.

*Symmetry Activities - Learn about symmetry in shapes by doing Family Math activities, pp. 184-186.

*Tangram Puzzles and Create A Puzzle - Learn about spatial relationships by doing Family Math puzzles, pp.187, 40-43.

4) Further Learning for Adult Learners about Shapes:

Discuss why it's important to understand shapes. Geometry and spatial perception are built on the understanding of the properties of shapes. (See discussion on geometry in Family Math, pp.182-183.) Shapes are also important for the kindergarten and first grade child who is learning letter recognition and writing.

Parents can use Learn Together activity sheets, 10 through to the end to practice alphabet skills with their children.

Sugar Cube Math - once parents understand multiplication, teach them how to find the area of a room by using sugar cubes. Give them word problems such as the following one and let the surface of one of the sides of each sugar cube represent a square foot.

John has a room that is 5 feet wide and 6 feet long. He wants to tile the room. Each tile is a 1 square foot. How many tiles does he need to cover the floor?

Once parents have worked out a number of these word problems, let them tell you their formula for finding the area of a room. (length x width = area)

You can use this process to teach volume also. (length x width x height) In these volume problems, let one sugar cube equal a cubic foot. Have your adult learners write about how they figured out the word problems. Then have them make up word problems for the rest of the class to do.